

2022 Annual Report

Carlingford Public School



7302

Introduction

The Annual Report for 2022 is provided to the community of Carlingford 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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Message from the principal

2022 commenced cautiously with many COVID restrictions still in place. Teaching and Learning was hampered by student and staff absences in accordance with COVID guidelines.

Our students, staff and community once again displayed great resilience under difficult circumstances. I'd like to publicly acknowledge the efforts of our support staff (EAL/D and learning support teachers) who continually filled in to take classes to ensure continuity of learning for our students.

As the year progressed, gradually school routines, practices and student activities returned, along with welcoming our community back on site. We had moved a step closer to "getting our old school back".

2022 saw the continuation of our 2021 - 25 School Plan, with our school vision of 'Equity and Excellence for all students'. Our vision statement translates into a school providing a safe, respectful and supportive environment, with every student reaching their potential through active and engaged learning. Students become lifelong learners, able to apply their knowledge, skills and understanding, to solve problems and respond appropriately in new and unfamiliar situations.

The three strategic directions driving our school plan are;

1. Student growth and attainment
2. Contemporary Teaching Practices
3. Wellbeing strategy

Projects associated with each strategic direction and their progress are outlined in further detail elsewhere in the Annual School Report.

2022 saw the commitment of funds to, and completion of, major projects within the school. A new pre - school entrance was installed at a cost of \$242,000. This project removed the need for families to pass through the staff car park to access the pre - school. An automated vehicular gate will be installed in 2023 (\$80,000) to complete the project and ensure our school community are safe.

\$750,000 has been committed to a new playground upgrade.. The project will involve the installation of play equipment, soft-fall and landscaping. Thank you to our P&C who contributed \$250,000. The project will be completed in Semester 1, 2023.

Along with outstanding academic results, our students excelled in many areas throughout 2022. On the sporting field our school took out first place in Zone, Cross Country and Athletics carnivals with a number of our PSSA teams being crowned zone premiers.

Our Dance Group program produced wonderful results with our Pre-Junior, Junior, Intermediate and Senior dance groups taking out highly commended placings as well as being awarded the 'Edna Wilde Encouragement Award' at the highly prestigious Ryde Eisteddfod.

The Parents and Citizens' Association has been a great support to our students and staff throughout 2022. The P&C have worked tirelessly to raise money for the school, providing resources and opportunities for our students to improve learning outcomes. A detailed P&C report can be found in the "message from the school community"

The school community is very grateful for their generous hospitality at many social occasions creating such a welcoming environment for our school community. The P&C is a wonderful asset our school. Thank you to Rob Kerle our President, the P&C executive and members for their tireless efforts to improve our school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development. It is with great pleasure and pride that I present the Carlingford Public School 2022 Annual School Report.

Message from the school community

While some restrictions occurred in Term 1 we are glad to have enjoyed a strong recovery to onsite events and access to the school for parents through 2022.

As the restrictions of 2021 carried into the 2022 Term 1, we had to welcome our new families to our school in a slightly different way. Our Kindergarten 'Tea and Tissues' morning tea, had to be a 'take away' affair, but we were still pleased to see some groups forming and interested members of the new parent groups reaching out to the P&C. I am especially proud that our membership grew to fifty nine in 2022, despite how little time we had together on site. I hope we can continue this trend in 2023.

The CPS Parents and Citizens Association (P&C) is responsible for:

- &middledot; encouraging parent participation in the school curriculum;
- &middledot; promoting the interests of the school by bringing parents, citizens, students and teachers together;
- &middledot; providing essential financial support when needed for facilities, equipment, classroom resources and playground/sporting equipment; and
- &middledot; assisting teaching staff in the development, implementation, and evaluation of school policy.

The P&C manages the school Canteen and Uniform Shop as well as facilitating the Band and Fundraising sub-committees. We assist with welcoming families through the Kindergarten Transition Program, contribute to special school celebrations such as Presentation Day, assist the Principal and his staff on committees as required and take an active role in building and maintaining a great community for our children to thrive.

The P&C utilises a single, convenient mobile app called QKR! for all online ordering, membership and equipment hire across all our operations from Canteen, Uniform Shop, Band, P&C Membership and Fundraising & Events. We continue to explore ways of making transactions as convenient, efficient, and safe as possible.

Our school canteen provides students with healthy food choices, in line with the Healthy School Canteen requirements of the NSW Department of Education as well as providing families with much needed take away lunch options. Our canteen would not be able to sustain its operations without the assistance of our volunteers.

Our school staff and community want our children to wear a uniform. Our uniform shop manager and volunteers contribute many hours of hard work to provide a quality uniform for our families. This was our third year of our online approach to the very busy Kindergarten orientation.. This year the P&C also supported the NSW Return to School voucher, which while requiring additional effort, helps our parents and families in a time of great cost of living pressure.

In 2022, both Canteen and Uniform Shop managers supported early Term 1 restrictions to ensure safe and compliant operations, and then went back to full time service, including counter service.. Thank you to our team for all their hard work and focus on quality and safety.

We partner with Key Music Australia to run our Training and Performance Band rehearsals and offer before and after school private or group music lessons to year 3 to 6 students. In 2022 we participated in our first Eisteddfod in several years, and the school introduced its third band due to overwhelming student interest. The Band continues to strengthen, with a planned off-site Band Camp in August 2023.

Our fundraising activities support the growing financial needs of our school as well as contributing to the social network of the school community. Activities that bring the community together for fun are invaluable. Sadly, COVID-19 restrictions made it impossible to run our traditional events onsite in 2022 so our efforts focussed on supporting key events and projects as much as possible despite these challenges. Subsequently we contributed to a wide range of projects, events and investments, including:

- Band equipment upgrades to support affordable access to band

- A further donation of \$150,000 was put into the multi-stage playground, to complete in Term 1 2023. Overall, P&C contributed \$250,000 over two years.

- Classroom resources including new decodable readers for Kindergarten exceeding \$11,000

- Enhanced sponsorship of Year 6 farewells and camps

The Class Parent program is especially designed to ensure that our new parents can learn the schools routines and culture, as well as building new relationships for both their children and families. Within this program, our language representatives also aim to improve accessibility and provide networking opportunities dedicated to the diverse languages and cultures of our school families. We are especially happy to note that our diverse Parent group assisted in delivering translations of key P&C documents in Chinese, Korean, Hindi, and Urdu.

We are also pleased and honoured to note a consistent increase in P&C membership throughout 2022. We look forward to welcoming even more members in 2023.

There is a role or opportunity to volunteer in our P&C to suit every skill set, background and time commitment and we absolutely cannot continue doing what we do for our school community without you. We ask you to please consider how you can help us continue to drive outcomes for our school community.

All P&C activities are focused on enriching the educational and social experiences of our children and building a strong community. We are fortunate at Carlingford Public School to have families that are excited to be involved with the P&C and great staff who always welcome our contributions. We look forward to a productive and successful 2023.

Rob Kerle,

President

Carlingford Public School P&C Association

Message from the students

At Carlingford Public School, students are represented by our Student Leadership Team, consisting of the Student Representative Council (SRC) and the Prefects. During 2022 the SRC were supported by Miss Cheung, Ms Mackenzie and Mr Oram, with the Prefects being supported by year 6 staff to take on leadership roles within our school.

As aspiring, respectful and committed leaders, the SRC are excellent role models that connect, collaborate and communicate the needs and ideas of others as well as lead fundraising initiatives in our school community.

During weekly meetings, the SRC contribute ideas, bring feedback from their class, discuss these issues and then deliver information back to their peers in class. The SRC's focus is the continual improvement of our school. .

Following on from the success of 2021, the SRC and prefects of 2022 have continued the great work by working together with the school P&C to help promote 'Donut Day' in Term 1 with funds raised redirected to our school to purchase resources. In Term 2, they actively promoted our annual 'Walk Safely to School Day' initiative to educate students and parents in road safety, health, public transport and environmental objectives. The SRC were responsible for presenting key ideas at the K-3 and 3-6 assemblies in the lead up to this event.

To coincide with the Olympics, in Term 3, a 'Sporting hero' themed mufti day was organised with all the \$800 raised going towards Stewart House charity. Our year ended on a high with two successful ventures in term 4. Over a two-week period 1,070 cans were collected across the school for our Christmas Tinned Food Drive. These cans were counted and boxed by the SRC, which was donated to the Lions Club of Carlingford who then distributed the cans to several local organisations. Lastly, we closed the year with the P & C Christmas Themed Disco with (\$339) funds raised from the 'Christmas' themed mufti being forwarded to the Wesley Mission on behalf of the SRC. Again, the students enthusiastically encouraged their school community to be a part of this great event.

Overall, it is a pleasure to be able to support and encourage the SRC and Prefects. They had a successful year in

representing the school and wider community. We look forward to continuing our work with a new team of student representatives in 2023.

Our 2022 SRC members are listed below.

2L Muhammad Naqvi

2B Anthony Shi

2GM Jeremy Lee

2M Jacob Kim

2SB Jasper Chan

3G Claire Chen

3L Serena Chen

3K Vivien Xu

3P Purvi Khairnar

4E Violet Chang

4F Juno Ahn

4H Jacob Zhang

4P Justin Jang

5F Aaheed Awan

5N Tania Sarood

5O Joseph Chinwah

5R Emma Zhu

5P Lucas Lui

6P Ema Pop

6B Lala Mao

6C Mustafa Khalid

6Y Luke Kim

Coordinators: Miss Cheung, Ms Mackenzie and Mr Oram

School vision

Equity and Excellence for all. Our school will provide a safe, respectful and inclusive environment. Every student will be challenged to learn and continually improve within a culture of high expectations. Teachers, parents and students work in a learning partnership and collaboratively empower all students to become resilient, self-directed and successful learners.

Carlingford is an inclusive school that holds high expectations of all students. The core business of the school is to ensure that learning outcomes are maximised and, achieved in a challenging, safe and happy environment.

School context

Carlingford Public School is a school with more than 134 years of history and tradition in providing quality education to the children from the Carlingford area. Our school currently has 780 students distributed across 31 classes. Students come from a culturally diverse population with 88% from a language background other than English. Between these students, 50 language speaking backgrounds are represented, the five highest being Mandarin, Cantonese, Korean, Hindi and Urdu. We have recently had a \$20 million facility upgrade in the form of a three-storey building comprising of a hall, twenty classrooms and shared learning spaces. Collaborative teaching practices and innovative pedagogies continue to be a focal point for our school. Carlingford Public School has a highly dedicated staff that consistently focuses on providing quality educational programs. Excellence is promoted across all areas of the curriculum and emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students. Our school is a member of the Cumberland Community Connections (CCC) Learning Community and participates in professional learning activities, designed to enhance teacher and leadership capacity and strengthen student outcomes. We enjoy a very supportive community, with parents being actively involved in their children's education and the schools' planning process. Our P&C provides strong support to the students and staff. The school is committed to continuous improvement in teaching and learning.

The school has completed a situational analysis that has identified three areas of focus for our 2021 - 25 Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

Focus Area 1: Student Growth and Attainment. Analysis of student outcome measures show historically high student achievement. Reading and numeracy are areas that were identified as targets for improved growth in student outcomes. The NAPLAN gap analysis indicated the areas of focus include: Reading - viewing and comprehension strategies, and Numeracy - measurement. Our whole school focus to improve student growth in reading and numeracy is underpinned by the evidence base provided by the 'What works best: 2020 update'. The focus will be on developing and sustaining whole school processes for collecting and analysing data and embedding evidence-informed teaching strategies.

Focus Area 2: Contemporary Teaching Practices. The situational analysis and the data collected from the staff TTFM survey indicated the overall school mean was 6.1 when implementing technology in the classroom compared to the NSW Government mean of 6.7, highlighting this is an area for improvement. Further work will need to occur around how teachers can authentically implement technology in classrooms. Teachers will work collaboratively to create units that use both digital ICT as well as the incorporation of project/inquiry-based learning within KLAS. The staff TTFM survey indicated that teacher collaboration had a high mean of 8.3 confirming the benefits of collaboratively planning and teaching. Structures will be put in place to continue to support coteaching and collaborative practices across K-6. Teacher's foundational knowledge around critical and creative thinking will continue to be developed in order to apply these strategies within teaching and learning programs. Staff professional learning time will be allocated to support these initiatives.

Focus Area 3: Student Behaviour Strategy. When conducting the review of the last school plan, it was evident that a Wellbeing Strategy continues to be a focus. The literature (CESE, 'What works best: 2020 update') as well as our internal data collection identified core elements of focus that aligned to our needs. In 2020, staff participated in the self-assessment survey and school-based surveys. The results from the school-based survey indicated that 80% of the staff knew the playground expectations well. 100% of staff members indicated that reward systems were in place to support positive student behaviour. 100% of staff felt that they were involved directly and indirectly in the management of playground settings. The last school plan focused on student behaviour in the playground and shared learning spaces. Anecdotal evidence collected from student focus groups affirms the need to move into classroom environments. This is supported by the literature that suggests that behaviour is only part of wellbeing. Therefore, our three focus areas will be: implementing evidence-based interventions to support our students requiring early intervention, a whole school focus on strengthening consistency in our school-wide systems as well as communicating and educating our parent community about Wellbeing practices.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our whole school focus is to improve student growth in reading and numeracy to develop and sustain whole school processes for collecting and analysing data and embedding evidence-informed teaching strategies.

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.

- Personalised Student Learning
- Data Driven Practices

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$48,266.82

Integration funding support: \$151,611.00

English language proficiency: \$481,771.02

Low level adjustment for disability: \$111,569.64

Socio-economic background: \$24,475.12

QTSS release: \$154,453.82

Literacy and numeracy: \$48,837.09

Summary of progress

Personalised Student Learning Impact

The Learning Success Team to date has supported targeted intervention, instructional leadership and co-teaching. This has been successfully demonstrated by:

Speech Pathologist: Our school funded Speech Pathologist (SP) has developed teacher capacity in teaching students with language development needs and social skills. In Term 1, SP has co-taught in kindergarten classrooms with a specific focus on Language Development and in Term 2, co-taught in Stage 1 classrooms with a specific focus on Social Skills and Language Development, a need determined by the impact of COVID-19 for this cohort of students. In Term 3, SP co-taught in Stage 2 classrooms with a specific focus on social skills. In Term 4, SP ran a targeted Stage 3 social skills program to support students with their transition to high school. SP provides targeted therapy support to identified students. These programs were supported by SP written programs delivered by an SLSO 3-4 times per week to the targeted students. SLSOs have been supported to implement these programs with targeted fortnightly PL sessions. SP attends weekly Learning and Success Team meetings, completes Language Assessments, works with parents and supports families in accessing NDIS. In Term 4 we also provided screening assessments to incoming 2023 kindergarten students during transition.

Impact: As a result of our school funded speech pathologist, staff have accessed specialised professional learning which has been transferred into their classroom practice to enhance the learning opportunities for students with additional language needs. Students also benefited from specialised targeted and tailored support programs throughout 2022.

Interventionist and LaST: The focus on our IT and LaST teacher has been to develop collective responsibility for students with additional learning needs. During 2022 LaST in class support saw the implementation of a new model of targeted student support during the morning session, collaborative practices in the middle session and afternoon sessions were designated to planning and administration tasks.

Impact: As a result, our interventionist and LaST teacher have effectively supported 48 new referrals to the Learning Success Team, through a range of strategies including, targeted support and high-quality differentiated classroom programs. Staff have also been upskilled through collaborative practices to support student learning in the classroom.

SLSOs: Our team of seven SLSO staff work in classrooms with our Integration Funded, Aboriginal, Onshore Education and at-risk students. The focus for our SLSO team in 2022 continued to be developing teacher capacity on how to work effectively with an SLSO in the classroom to support student achievement. This has been supported by the IT and LaST teacher. Some SLSOs have also been trained to deliver MacLit and Speech Therapy programs to targeted students.

Impact:

As a result of professional learning our SLSOs have been upskilled in a range of initiatives. This includes MacLit and

Speech Therapy programs. The implementation of these programs has seen an increase in student outcomes in the curriculum area of English.

EAL/D: Across the year, our EAL/D teamwork as part of a grade or stage team and provide both in class support through a co-teaching model and targeted support to NAP students. The team also supported programming and planning through the development of differentiated and targeted EAL/D resources.

Impact:

Grade or stage team structures for EAL/D staffing led to high quality differentiation for English language learners in class programs. The EAL/D teachers further supported classrooms teachers through collaborative teaching and modelling of best practice, leading to improved classroom practice. Students received target support in language acquisition and as result improvement was evident across the EAL/D progressions.

Where to next:

Embedded Learning Success Team practices are evident across the school to support collective efficacy for students with additional needs. 2023, will see the continuation of the Learning Success Team model to continue to move towards achieving our progress measures. Our SP will continue to work 10 hours per week, our IV role will cease with the introduction of AP, C&I roles in schools and our ISLP program will continue in 2023 with an increase to 0.8. Unfortunately, our EAL/D entitlement will drop to 3.2. In 2023 the Learning Success Team will continue to meet weekly with a review and referral week model to support students. Further exploration into the impact of the LaST team will be followed up with a review of LST practices at the beginning on 2023 to drive the 2023 initiatives of the LaST. A new model will need to be determined as we longer will be able to have a staff member allocated to a grade/stage team. Our SLSO team will continue to support our funded students, Aboriginal students, Onshore Education and at-risk students. A slight increase in Integration Funding may lead to additional SLSO hours.

Data Driven Practices Impact:

Stage planning days were designed to allow dedicated time for stage teams to analyse data and reflect on current teaching programs. Stage teams looked at the trends across whole cohorts to pinpoint gaps in learning. This led to developments of scope and sequences that aligned to the need of students. Teaching programs were then analysed to ensure this learning was targeted and reflected within the programs. Support staff (LaST, EAL/D and Deputy Principals) were utilised to implement team teaching practices and small targeted, differentiated groups with direct focus of gaps were implemented. This practice was inconsistent across the school. Stage based assessment data saw some improvement in the areas of focus across cohorts. Year 3 teachers also completed a Plan 2 PL to unpack how to collect and analyse the data using Plan 2. The whole school assessment schedule was implemented from Term 1. Stage teams evaluated the schedule throughout Term 1 and 2 before the SD1 team revised the document based on the teacher feedback. Reading data collection was challenging for teachers to collect once students moved away from leveled texts. As a result of instructional leadership of data driven practices, teachers utilised data collection more effectively to inform teaching and learning programs and to improve student outcomes.

Where to next:

To move towards achieving our progress measure, we need to schedule regular data talk meetings for staff with a consistent model to support teachers to analyse data and reflect on programs and practices. The assessment schedule needs further adjustment to allow for assessments to be embedded into practice and executive staff to monitor assessments are being conducted. Assessments and checklists linked to learning progressions would allow teachers to embed assessments and collect data more effectively. All staff need to be upskilled in effective collection and recording of data within Plan 2 as well as how to analyse and use the data. A consistent model for tracking of reading data needs to be established in line with the new curriculum, reflective of reading focus opposed to reading level.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN Top 2 Bands - Numeracy An increase in the percentage students achieving in the top two bands in	• 55.28% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.

<p>NAPLAN numeracy to be at or above the lower bound system-negotiated target of 68.3%.</p>	
<p>Expected Growth - Numeracy</p> <p>An increase in the percentage students achieving expected growth in NAPLAN numeracy to be moving towards the lower bound system-negotiated target of 67.2%.</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>NAPLAN Top 2 Bands - Reading</p> <p>An increase in the percentage students achieving in the top two bands in NAPLAN reading to be at or above the lower bound system-negotiated target of 67.9%.</p>	<ul style="list-style-type: none"> • 63.01% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
<p>Expected Growth - Reading</p> <p>An increase in the percentage students achieving expected growth in NAPLAN reading to be moving towards the lower bound system-negotiated target of 68.8%.</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: Contemporary Teaching Practices

Purpose

Authentic integration of contemporary teaching practices through using the collaborative co-teaching cycle within innovative learning spaces.

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 Teaching Practice
- Contemporary Learning Opportunities

Resources allocated to this strategic direction

Professional learning: \$51,152.50

Summary of progress

Collaborative Teaching Practice

The school created a school-based co-teaching network for interested teachers. Co-teachers met each term to share their experiences and identify common areas for development and improvement. Teachers identified a co-teaching partner and established agreements for teaching together. The barriers to this initiative included the Semester 1 disruptions to teaching and learning and restrictions in professional learning opportunities due to Covid-19. Opportunities for teachers to observe and experience co-teaching in practice outside of CPS (school visits, guest speakers) was not possible. In late 2022, teachers attended an external network meeting.

Co-teachers were released to co-plan and co-reflect on their established models. Teachers evaluated their current pedagogy and practice. (twice a semester). The EAL/D Team attended a three day intensive Professional learning "Tell Me Your Story" with the aim to develop their team approach to specialist teachers co-planning and co-teaching with classroom teachers.

Where to next:

In 2023 we will continue the co-teaching partnerships established in 2022 and share progress at whole staff meetings. The long term goal of embedding a tailored co-teaching model into stage/grade programs remains. Stage teams will collaborate on programming for the new curriculum and trial co-teaching with support teachers in K-2 classrooms. APC&I will work with stage leaders to develop capacity for co-teaching in stage teams. DPs will explore options for professional learning in Semester 2 2023 (eg SLEC) and seek external networks or opportunities for school visits focussed on collaboration and innovation. DP of Support team will explore ways to share best practice in co-teaching through "spotlights" (staff meeting sharing of best practice) and learning walks within the school. Utilising the learning environment to suit the students' learning needs and learning experiences is an area for development given the interruptions to progress in this strategic direction.

Contemporary Learning Opportunities

The school continued to implement Visible Learning, providing effective feedback to students through the use of clear LISC. Professional learning with Corwin continued, and 'Impact Coaches' engaged in training. Release from Face to Face (RFF) programs provided students with a range of opportunities in robotics, coding and presentation software. Teachers have embedded the use of Microsoft Teams (K-6), Sentral Markbook (3-6) and Showbie (3-6) in planning and collaborating teaching and learning programs. Consistent Teacher Judgement and reporting practices have been enhanced with the use of Markbook across primary stage teams.

The planned professional development sessions in technology were significantly interrupted in 2021 and this continued in 2022. A number of professional learning were scheduled across 2022, including accessing and utilising resources on the Universal Resource Hub.

Impact:

Co-teaching network established and partnerships with support teachers (EAL/D, LaST, IV) and class teachers successfully launched., across a range of classes and teams. Teachers partnered on programming initiatives and reflection sessions as part of dedicated release. Technology based platforms support the collaboration and creation of teaching and learning programs across K-6. Shared programming practices across the school in place. Professional learning sessions targeted the development of contemporary teaching approaches and pedagogies (including

technology)

Where to Next:

Moving into 2023, a new staff survey to inform the delivery of sessions in 2023-2024 will be conducted to plan the authentic integration of technology, contemporary teaching practices and collaborative programming in line with new curriculum and DoE trial units. Learning walks will be used to evaluate the use and impact of visible learning across K-6.

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
Co-Teaching Model The percentage of teachers engaging in the Carlingford Public School co-teaching model is moving towards the school identified target of 70%.	<ul style="list-style-type: none">• Analysis of internal school data shows at least 70% of teachers engaging in the Carlingford Public School co-teaching model indicating progress toward the school identified target.
Technology The percentage of staff who are authentically integrating technology in their classrooms is moving towards the school identified target of 75%.	<ul style="list-style-type: none">• Analysis of internal school data shows 50% of teachers are authentically integrating technology in their classrooms indicating progress toward the school identified target.
Innovation and Differentiation Percentage of teachers who utilise innovative learning spaces to engage in high quality differentiated learning experiences is moving towards the school identified target of 100%.	<ul style="list-style-type: none">• Analysis of internal school data shows 70% of teachers utilise innovative learning spaces to engage in high quality differentiated learning experiences indicating progress toward the school identified target.

Purpose

To create a school culture that fosters a sense of belonging for all students, staff and community.

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.

- Student Wellbeing & Attendance
- Community Wellbeing
- Staff Wellbeing

Resources allocated to this strategic direction

Refugee Student Support: \$1,985.40

Aboriginal background: \$3,773.88

Summary of progress

Student Wellbeing & Attendance

Student wellbeing was a priority across the whole school. Peer support commenced in Term 3 and ran successfully for 8 weeks. The program provided an opportunity for senior students to lead small groups of younger students in lessons focussed on building resilience.

Student wellbeing continued to be a priority across the school with stage collegial discussions centred around students who were at risk or require additional support. Specialist (EAL/D and RFF) and Learning Support staff (including our Interventionalist, LsT teacher and SLSOs) were mobilised across the school to provide individualised support both academically and mentally to families who required it. In addition, individualised learning programs were created to meet the needs of these students.

Furthermore, the schoolwide positive reward system was evaluated and modified to meet the changing needs of our students and community. This updated positive reward system will be implemented from 2023 with new green, bronze, silver and gold merit certificates and a new merit booklet for all students. This new system aims to increase consistency across K-6 and allow each child the opportunity to achieve their highest potential.

Community Wellbeing

During 2022, we continued to engage with the community with the help of our P&C. Various events were held throughout the year, such as Mother's and Father's Day stalls, Book Week parade and celebrations, Kindergarten transitions, K-6 discos and our Education Week Open Day. These events allowed parents and the community back on our school site and fostered a sense of belonging and student pride. Two parent workshops were held: 'Supporting your child with resilience' (external presenter) and 'An introduction to Primary school in Australia'. The school counsellor, EAL/D Specialists teachers and supervisor presented information, and the P&C hosted a morning tea to engage with families after both workshops.

Staff Wellbeing

Face-to-face teaching resumed and remained in place during 2022. As a result, collegiality among staff was fostered through team building, collaborative planning and support through professional learning. A weekly staff morning tea was introduced, along with other various social activities that aimed to promote positive teacher wellbeing.

Impact

The most significant impacts of these initiatives have been to maintain positive relationships with the school community and provide additional support for the families. As students returned to face-to-face learning, opportunities have been taken to help them renew connections and interactions with one another. As a result, students, staff and the community felt a sense of connectedness return. Stage 3 students were afforded the opportunity to be Peer Support Leaders in 2022 and this led to positive partnership between students and an increase in resilience, a target of the program. Community run events by the P&C returned in 2022 and we saw over 100 parent volunteers assist at these events throughout the year. Through professional learning opportunities the consistency of staff behaviour expectations has continued to improve through discussions around the modified positive reward system to be implemented in 2023. As a

result, 90% of staff now have consistent expectations, follow procedures and consequences. This led to 48 students (8% of the school population) achieving a Principal Award (a long and strong award system) in 2022. Our staff continue to work together and support one another professionally and socially and we saw an increase in participation at staff social events throughout the year.

Where to next:

In 2023 we will maintain the connections we have with our school community through workshops and whole school activities; support our students in their social interactions and anxieties following their time learning online; and provide a supportive environment for our staff to work in.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance Increase percentage of students attending school more than 90% of the time to be moving towards the system negotiated lower bound target of 90.6%.	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time or more has decreased by 25.96%. This data was impacted at the time of harvesting by the Public Health Orders that were in place at the time.
Wellbeing and Student Behaviour Percentage of staff who have consistent expectations, follow procedures and consequences within the Wellbeing framework and the updated Student Behaviour Strategy to be moving towards the school identified target of 100%.	<ul style="list-style-type: none"> Analysis of internal school data shows 90% of staff have consistent expectations, follow procedures and consequences within the Wellbeing framework and the updated Student Behaviour Strategy indicating progress toward the school identified target.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,985.40</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"> • Student Wellbeing & Attendance <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. <p>The allocation of this funding has resulted in the following impact: improved educational outcomes for identified students in the area of language development. parents felt supported in accessing an Australian school through working with a bilingual SLSO and EAL/D teaching staff.</p> <p>After evaluation, the next steps to support our students will be: to employ a bilingual school learning support officer (SLSO), and EAL/D teachers to support students to clarify learning in their home language. 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>Integration funding support</p> <p>\$151,611.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Carlingford 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"> • Personalised Student Learning <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) • consultation with external providers for the implementation of speech therapy programs • 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 personalised learning plans and pathways were regularly updated and responsive to student learning needs and progress. Consistent monitoring and reviews ensured eligible students receive personalised learning and support within their 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 continue to be adjusted throughout the year in response to student personalised learning plans and pathways to ensure funding is used to specifically address each student's support needs.</p>

<p>Socio-economic background</p> <p>\$24,475.12</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Carlingford 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"> • Personalised Student Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support identified students with additional needs • supplementation of extra-curricular activities. <p>The allocation of this funding has resulted in the following impact: equitable access to the curriculum for identified students. students received personalised support within classrooms which led to improved student outcomes.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ an SLSO to support students in the classroom and utilise funds to provide access to extra curricular activities.</p>
<p>Aboriginal background</p> <p>\$3,773.88</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Carlingford 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"> • Student Wellbeing & Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Authentic integration of Aboriginal Perspectives across a focus key learning areas. • 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 Personalised Learning Pathway process as a result of the welcoming and informal setting. Improved educational outcomes for First Nations students.</p> <p>After evaluation, the next steps to support our students will be: to continue to work with families in developing Personalised Learning Pathways that are differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$481,771.02</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Carlingford 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"> • Personalised Student Learning <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 • provision of additional EAL/D support in the classroom and as part of

<p>English language proficiency</p> <p>\$481,771.02</p>	<p>differentiation initiatives</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: student progress showing high growth on the EAL/D learning progressions, with majority of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. K-6 teachers participated in professional learning, where the EAL/D teacher guided how to plan an integrated units of work using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed student work samples.</p> <p>After evaluation, the next steps to support our students will be: to capitalise on teacher confidence and their capacity to design integrated units of work that reflect the needs of EAL/D learners, the identified next step is to support teachers in developing their capacity to incorporate EAL/D strategies into classroom practice at an independent level. Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$111,569.64</p>	<p>Low level adjustment for disability equity loading provides support for students at Carlingford 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"> • Personalised Student Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 MacLit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of SLSO to improve the development of students by implementing speech programs developed by specialists • employment of LaST and interventionist teacher • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and</p>

<p>Low level adjustment for disability</p> <p>\$111,569.64</p>	<p>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 and paraprofessionals, including a Speech Pathologist. Additional SLSO will be trained in MacLit and Language Lift, to support identified students in developing their literacy skills.</p>
<p>Professional learning</p> <p>\$51,152.50</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 Carlingford 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"> • Collaborative Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Whole school Professional Development linked to Strategic Directions. • Whole school Professional Development about the New Curriculum for leaders and teachers. • Impact Coach workshops on Visible Learning. <p>The allocation of this funding has resulted in the following impact: whole school professional learning was linked to the Strategic Directions and new curriculum implementation. This involved leadership evaluations, leadership learning days, walk-throughs, small group and stage based professional learning workshops.</p> <p>After evaluation, the next steps to support our students will be: to implement the new curriculum in K-2 classrooms. This will be supported by ongoing professional development for all school leaders and teachers.</p>
<p>Literacy and numeracy</p> <p>\$48,837.09</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Carlingford 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"> • Personalised Student Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: an increase in teacher knowledge of the new curriculum and literacy and numeracy strategies to support student learning. An increase in the number of quality texts for literacy in line with the new curriculum, and the establishment of a decodables collection for use in K-2 classrooms.</p> <p>After evaluation, the next steps to support our students will be: to continue to support leaders and teachers in upskilling their knowledge of the new curriculum with the support of the Assistant Principal, Curriculum and Instruction and to continue to purchase resources to support the implementation of the new curriculum.</p>
<p>QTSS release</p> <p>\$154,453.82</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Carlingford Public School.</p>

<p>QTSS release</p> <p>\$154,453.82</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"> • Personalised Student Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <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 have now embedded evidence-based, high impact teaching strategies within their classroom practice. Teachers have also provided 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: to implement walk-throughs to strengthen quality teaching practices. to continue to focus on developing teacher capacity around explicit teaching of literacy and numeracy, inline with the new curriculum.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Carlingford 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"> • Personalised Student Learning <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 classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • release APs to undertake instructional leader roles 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, and review of summative assessments (including Phonics Screener, Check In Assessments & NAPLAN) followed by targeted literacy and/or numeracy 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 assessments, work samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: to continue to use analysis of student data in literacy and numeracy to drive the development of teacher programs to support student achievement.</p>
<p>COVID ILSP</p> <p>\$76,466.00</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</p>

<p>COVID ILSP</p> <p>\$76,466.00</p>	<p>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 teacher 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 • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieved 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>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	401	412	424	426
Girls	383	384	382	383

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	93.7	95.0	90.7
1	93.3	91.0	96.7	89.3
2	93.6	92.6	95.0	91.9
3	94.5	93.4	96.2	89.9
4	93.7	92.3	95.3	90.8
5	95.5	92.2	94.3	90.1
6	94.1	92.2	94.7	88.4
All Years	94.1	92.5	95.3	90.1
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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	30.03
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	4.67

*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	604,065
Revenue	7,935,722
Appropriation	7,338,188
Sale of Goods and Services	7,575
Grants and contributions	579,767
Investment income	4,120
Other revenue	6,072
Expenses	-8,174,908
Employee related	-6,732,715
Operating expenses	-1,442,193
Surplus / deficit for the year	-239,186
Closing Balance	364,879

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	153,596
Equity Total	621,590
Equity - Aboriginal	3,774
Equity - Socio-economic	24,475
Equity - Language	481,771
Equity - Disability	111,570
Base Total	5,533,807
Base - Per Capita	203,660
Base - Location	0
Base - Other	5,330,147
Other Total	546,933
Grand Total	6,855,926

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.

'TELL THEM FROM ME' STUDENT SATISFACTION SURVEY

Students in Years 4 - 6 (251 in total) participated in the Department of Education supported 'Tell them from Me' survey which measures 20 indicators of school and classroom effectiveness based on the most recent research.

For 'social - emotional' outcomes, Carlingford students rated our school highly in all measures of; a high sense of belonging, positive relationships, valuing school outcomes, positive behaviour, being interested and motivated and striving to succeed in their learning.

Similarly when measuring 'drivers of student learning outcomes' (effective learning time, relevance of lessons, positive student / teacher relations, positive learning climate, expectations for success), our students once again rated our school highly in all areas.

Social - Emotional Outcomes

- Students with a positive sense of belonging (accepted & valued by peers & others) - 72% of students with 'high sense of belonging'.
- Students with positive relationships - 85% have friends at school they can trust & who encourage them to make positive choices.
- 90% of students 'valued school outcomes'. - Students believe school is useful in their everyday lives and will have a strong bearing on their future.
- 95% of students 'always displayed positive behaviour'. - Students do not get into trouble for inappropriate behavior.
- 72% of students were 'interested and motivated in their learning'. - Students try hard to succeed in their learning.
- 88% of students 'always tried hard to succeed'.

Drivers of Student Outcome

- Classroom concepts are taught well, class time used well. Students rated 'effective classroom learning' as 8.2 / 10.
- Students find classroom instruction relevant to their everyday lives. Students rated 'relevance' as 7.7 / 10.
- Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them to learn. Students rated 'rigour' as 7.4 / 10.
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. Students rated 'advocacy' as 7.8 / 10.
- Students feel they have a positive relationship with their teacher. Students rated 'Positive student /teacher relationship' as 8.2 / 10.
- School staff emphasise academic skills & hold high expectations for all students to succeed. Students rated 'Teacher's expectations for success' as 8.2 / 10.

'TELL THEM FROM ME' TEACHER SURVEY

Teachers participated in the Department of Education supported 'Tell them from Me' survey which measures 'Eight Drivers of Student Learning'.

Drivers of Student Outcome

- Effective leadership across the school, leading to quality teaching and learning. Teachers rated 'Effective Leadership' as 6.5 / 10.
- Staff collaboration and teamwork leading to quality teaching and improved learning outcomes. Teachers rated 'Staff Collaboration' as 7.8 / 10.
- Positive Learning Culture where teachers strived to provide conditions for all students to achieve learning success. Teachers rated 'Positive Learning Culture' as 8.0 / 10.

- Data informing practice where student results guide future teaching and learning practice. Teachers rated 'Data informing practice' as 7.5 / 10.
- Effective teaching strategies, meeting the learning needs of all students. Teachers rated 'Effective teaching strategies' as 8.1 / 10.
- Inclusive schooling where the needs of students with 'special learning needs' are catered for. Teachers rated 'Inclusive schooling' as 8.1 / 10.
- Parental involvement where students are actively involved in their child's learning. Teachers rated 'Parental involvement' as 6.6 / 10.

Four Dimensions of Classroom and School Practice

- When teachers were surveyed on four critical elements of classroom and school practice, again results were overwhelmingly positive.
- Setting challenging and visible student learning goals Teachers rated this dimension as 7.4 / 10.
- Planned Learning Opportunities, where teachers plan and deliver challenging teaching and learning programs for all students. Teachers rated this dimension as 7.5 / 10.
- Quality feedback, where teachers provide individualised constructive feedback to all students leading to student growth. Teachers rated this dimension as 6.7 / 10.
- Overcoming obstacles to learning, where teachers tailor individualised learning plans for each child to achieve success. Teachers rated this dimension as 7.5 / 10.

'TELL THEM FROM ME' PARENT SURVEY - Partners in Learning

Parents participated in the Department of Education supported 'Tell them from Me' survey which measures parent's perceptions of their children's experiences at school. Responses also indicate opinions on communication between school and the community, parental involvement and their sense of inclusiveness and belonging in the school community.

Parent participation data was pleasing with:

- Parents 'feeling welcome in the school' was rated 6.9 / 10.
- 100% of parents have had a conversation with their child's teacher about learning outcomes
- Parent participation at school was positive with 90% of parents having attended a meeting at school.
- Parents supporting learning at home was rated 6.6 / 10
- Parents felt that the school supports learning was rated at 6.0 / 10
- Parents assessment of our school supporting positive behaviour with clear expectations was rated at 7.0 / 10
- Parents felt that their child is encouraged to strive to produce their best work with a rating of 7.0 / 10.
- Parents felt that reports on children's progress are written in terms that they understand 7.1 / 10.
- Parents felt that their children feel safe at school 7.8 / 10.
- Parents felt the school was inclusive and supportive of students requiring extra assistance or special needs 6.5 / 10.

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.