

2023 Annual Report

Carcoar Public School



1504

Introduction

The Annual Report for 2023 is provided to the community of Carcoar 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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Sculptures by the Bush 2023

School vision

At Carcoar Public School we strive for excellence and equity and embrace a culture of high expectations so that all students and staff improve consistently. The school community will celebrate success and achievements together as we connect, thrive and succeed to reach our full potential.

Out of the Past | Into the Future as we strive for Excellence and Equity as a School Community.

School context

Carcoar Public School is situated in the historic village of Carcoar within walking distance to the small but growing village nestled on the banks of the Belubula River. We are located 13km from the nearest township of Blayney and 50km from Bathurst.

We have historic school buildings and spacious school grounds to learn and play in. In 2020 all classrooms were updated with modern and flexible furniture to better meet the needs of students. Our school library is well resourced and utilise Google Chromebooks and touch panels to engage with technology.

Our school community values our work that we complete everyday as we embrace a culture of high expectations and ensure our students are at the centre of all decisions.

Over the past five years our school has seen significant change in the student population, socio-economics of our families, out of area enrolments and inclusive education. We have an enrolment of 24 students with 3 identifying as Aboriginal.

We embrace a range of extracurricular activities such as Amplify Music, Specialist Dance Teacher, OZ Harvest Cooking Initiative, Sporting Schools Australia and Before & After School Care to provide a holistic approach to learning.

We work in partnerships to build collaboration and engagement across education communities such as the Bathurst Learning Alliance, Heritage Country Schools and other small school alliances.

In authentic consultation and conversation with our community and local AECG we have identified that we need to improve data to inform our planning and explicit teaching so that all students improve in reading and numeracy. We have also identified that as a school community we need to improve student attendance, learning expectations and build a greater sense of culture through collaborative practices.

As a result, our school will work towards the following direction for the next four years:

Strategic Direction One: Student Growth and Attainment

Strategic Direction Two: High Expectations and Collaborative Practices

We have committed our financial and human resources to student individual needs and the professional learning for our teachers so that our students exceed the system and network negotiated targets for improvement. This funding will be regularly monitored by the small but dedicated finance team to ensure we are having the desired impact on student growth and achievement.

We will evaluate and monitor our progress towards improvement for both students and staff each term and communicate and share our successes regularly with our school community

The school undertook External Validation in 2021. This opportunity allowed for further collaboration through in-depth discussions, based on the analysis of information collected to determine what the growth areas of the school will be moving forward.

"Out of the Past | Into the Future as we strive for Excellence and Equity as a School Community"

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 | 2023 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Delivering |
| 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 | Excelling |

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student achievement and ensure consistent growth for every student in reading and numeracy we will employ explicit, research-informed teaching strategies and use data to inform and evaluate practice.

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.

- Highly Effective Teaching

Resources allocated to this strategic direction

AP Curriculum & Instruction

Professional learning

QTSS release

Low level adjustment for disability

Summary of progress

In 2023, the school engaged in deep and rigorous professional learning through the Collaborative Support for Unique Setting initiative (CSUS). Staff were upskilled in data analysis to inform planning, with a particular focus on collaboration and the use of assessment and data in vocabulary. The CSUS process was replicated in numeracy with an explicit focus on place value.

Staff developed a deeper understanding of the Learning Progressions and the use of PLAN2 to manage data and inform teacher lesson planning. Teachers engaged in High Impact Professional Learning (HIPL) into the science of learning with a particular focus on using data to inform explicit instruction.

There was some staff engagement in the process and the initiative is beginning to influence school operations, teacher practice and student learning outcomes.

Teachers have taken ownership of student data and regularly engage in student-centred conversations that examine data to track learning progress and determine next steps. Teacher programming and lesson planning are closely aligned to syllabus outcomes and differentiation is reflected through use of the Learning Progressions.

In 2024, the school will continue to embed this learning with an explicit focus on phonics knowledge and spelling, in addition to place value and number sense.

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 |
|---|---|
| Demonstrate growth in vocabulary using the literacy progressions. | Most students have demonstrated growth in vocabulary using the literacy progressions. |
| Demonstrate growth in number and place value using the numeracy progressions. | Most students have demonstrated growth in number sense using the numeracy progressions. |

Strategic Direction 2: High Expectations & Collaborative Practices

Purpose

In order to maximise a culture of high expectations and collaboration, we are focused on building educational aspirations for all - students, staff and community to improve every year.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing & High Expectations

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Per capita

Location

Summary of progress

In 2023, the school engaged in using collaborative strategies and shared high expectations with the school community to support the wellbeing of students. Staff embedded a whole school approach to student wellbeing and engagement, successfully modelling healthy coping strategies in the classroom, supporting the development of self-regulation skills and establishing mentoring programs that identify strengths and successes, as well as building resilience.

The regular daily analysis of attendance data informed planning and supported students and families with a personalised approach to improve their attendance. This has resulted in lifting the attendance rates for all students.

In 2024, the school will further collaboratively work with families to promote the importance and benefits of regular attendance and maintaining it five days a week.

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 students attending >90% of the time. | The number of students attending greater than 90% of the time or more has increased by 15%. |
| The SEF S-aS is maintained at Sustaining and Growing in the element of Wellbeing. | The SES S-aS for 2023 indicated that the school has maintained Sustaining and Growing in the element of Wellbeing. |

| Funding sources | Impact achieved this year |
|---|--|
| <p>Integration funding support</p> <p>\$54,463.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Carcoar 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> <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 • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Students made advancements toward their individualised learning objectives. Regular updates to all Individualised Education Plans (IEPs) were made and communicated with families.</p> <p>After evaluation, the next steps to support our students will be: To modify integration funding as needed throughout the year based on individual education plans. Evaluations will ensure that the allocation of funds is tailored to meet the unique support requirements of each student, in consultation with families and other relevant service providers.</p> |
| <p>Socio-economic background</p> <p>\$24,919.36</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Carcoar 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"> • Wellbeing & High Expectations <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 • resourcing to increase equitability of resources and services • additional staffing to increase the school FTE to provide explicit teaching in small cohorts of K-6 to reflect the school plan of high effective teaching habits in reading and numeracy <p>The allocation of this funding has resulted in the following impact: There was explicit teaching in the areas of literacy and numeracy, which fostered greater equity in access to educational resources for all families to meet their children's needs.</p> <p>After evaluation, the next steps to support our students will be: To sustain engagement in exceptionally effective classroom methodologies around explicit teaching of literacy and numeracy. Students and families will receive ongoing support and guidance through the implementation of the curriculum and other reforms, aimed at bolstering the entire school community.</p> |
| <p>Aboriginal background</p> <p>\$2,722.26</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Carcoar 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</p> |

| | |
|---|---|
| <p>Aboriginal background</p> <p>\$2,722.26</p> | <p>including:</p> <ul style="list-style-type: none"> • Wellbeing & High Expectations <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 • classroom resources purchased to support Aboriginal Education. • staff development day - connection to country <p>The allocation of this funding has resulted in the following impact: There was an increase in the involvement of Indigenous families in the Personalised Learning Pathways (PLP) process, nurturing heightened engagement with learning, wellbeing, and cultural elements.</p> <p>After evaluation, the next steps to support our students will be: To bolster and implement cultural safety by cultivating culturally proficient staff, guaranteeing that all students are educated about Aboriginal and Torres Strait Islander cultures, establishing inclusive school atmospheres, and crafting Reconciliation Action Plans. The school will commemorate student accomplishments, encompassing engagement, wellbeing, as well as culture and self-identity.</p> |
| <p>Low level adjustment for disability</p> <p>\$19,068.20</p> | <p>Low level adjustment for disability equity loading provides support for students at Carcoar 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"> • Highly Effective Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: There has been a rise in the number of students meeting or exceeding expected growth in NAPLAN, Check-in Assessments, and other internal assessments. Additionally, the school's value-added outcomes have progressed from delivering to sustaining and growing. The school has established a consistent approach to supporting student learning.</p> <p>After evaluation, the next steps to support our students will be: To continue to refine practices in data skills and use to further enhance the school's consistent approach to teaching and learning.</p> |
| <p>Location</p> <p>\$1,600.32</p> | <p>The location funding allocation is provided to Carcoar Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing & High Expectations <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: There were expanded opportunities and choices for students and staff to alleviate social isolation.</p> |

| | |
|-------------------------------------|--|
| Location \$1,600.32 | <p>After evaluation, the next steps to support our students will be: To persist in mitigating the social disadvantages faced by students by offering opportunities such as excursions, swimming programs and collaboration with other schools within the network and beyond.</p> |
| Professional learning \$5,542.22 | <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 Carcoar 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"> • Highly Effective Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • presentations by suitable and qualified facilitators for all staff <p>The allocation of this funding has resulted in the following impact: There was enhanced proficiency for all staff and a culture that fosters high expectations, aiming for continuous improvement each year.</p> <p>After evaluation, the next steps to support our students will be: To enable staff to have the capability to pinpoint areas requiring professional development and aligning such learning opportunities with the needs of both staff and students for 2024.</p> |
| QTSS release \$3,195.94 | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Carcoar 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"> • Highly Effective Teaching <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 <p>The allocation of this funding has resulted in the following impact: There was enhanced staff confidence and teaching methodologies. Staff have now integrated evidence-based, high-impact teaching strategies into their classroom practice through the Universal Resource Hub.</p> <p>After evaluation, the next steps to support our students will be: To provide ongoing professional development and collaboration with staff to improve teaching learning outcomes to embed the Universal Resource Hub and termly data reviews.</p> |
| COVID ILSP \$11,927.82 | <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 2023.</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"> • providing targeted, explicit instruction for student groups in literacy/numeracy - phonics, comprehension and number sense. • employment of teachers/educators to deliver small group tuition |

COVID ILSP
\$11,927.82

The allocation of this funding has resulted in the following impact:
All students who were involved in small group instruction made significant growth in focus areas.

After evaluation, the next steps to support our students will be:
To further advance literacy and numeracy through targeted small group tutoring by leveraging data sources to pinpoint individual student requirements and by ensuring additional in-class assistance for select students to maintain progress towards their personal learning objectives.



ANZAC March 2023

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 |
| Boys | 10 | 10 | 7 | 9 |
| Girls | 11 | 11 | 9 | 15 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2020 | 2021 | 2022 | 2023 |
| K | 83.9 | 99.0 | 82.8 | 89.6 |
| 1 | 86.5 | 89.8 | 94.7 | 86.9 |
| 2 | 91.1 | 89.7 | 88.0 | 92.6 |
| 3 | 85.1 | 83.9 | 91.6 | 91.8 |
| 4 | 68.5 | 82.6 | 83.0 | 91.5 |
| 5 | 90.1 | 97.8 | 74.2 | 93.8 |
| 6 | 82.0 | 83.8 | 92.6 | 83.0 |
| All Years | 85.1 | 88.7 | 86.4 | 90.4 |
| State DoE | | | | |
| Year | 2020 | 2021 | 2022 | 2023 |
| K | 92.4 | 92.8 | 87.9 | 91.1 |
| 1 | 91.7 | 92.7 | 87.4 | 90.5 |
| 2 | 92.0 | 92.6 | 87.8 | 90.8 |
| 3 | 92.1 | 92.7 | 87.6 | 90.9 |
| 4 | 92.0 | 92.5 | 87.4 | 90.6 |
| 5 | 92.0 | 92.1 | 87.2 | 90.3 |
| 6 | 91.8 | 91.5 | 86.3 | 89.8 |
| All Years | 92.0 | 92.4 | 87.4 | 90.6 |

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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.



2023 School Mural by NITSUA Art

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 0.2 |
| Classroom Teacher(s) | 0.72 |
| Learning and Support Teacher(s) | 0.1 |
| Teacher Librarian | 0.08 |
| School Administration and Support Staff | 0.8 |

*Full Time Equivalent

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 2023, 2.5% 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 | 2023 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.00% | 3.60% |
| Teachers | 3.00% | 3.40% |

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.



175 years of Public Education

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

| | 2023 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 36,751.92 |
| Revenue | 673,232.50 |
| Appropriation | 595,823.17 |
| Sale of Goods and Services | 2,269.06 |
| Grants and contributions | 74,126.87 |
| Investment income | 1,013.40 |
| Expenses | -644,603.63 |
| Employee related | -500,744.36 |
| Operating expenses | -143,859.27 |
| Surplus / deficit for the year | 28,628.87 |
| Closing Balance | 65,380.79 |

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.

| | 2023 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 54,463 |
| Equity Total | 46,710 |
| Equity - Aboriginal | 2,722 |
| Equity - Socio-economic | 24,919 |
| Equity - Language | 0 |
| Equity - Disability | 19,068 |
| Base Total | 383,717 |
| Base - Per Capita | 4,164 |
| Base - Location | 1,600 |
| Base - Other | 377,952 |
| Other Total | 52,254 |
| Grand Total | 537,143 |

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.



2023 Athletics

Parent/caregiver, student, teacher satisfaction

Each year the school is required to seek the opinions of parents, students and teachers about the school. Schools use appropriate evaluation instruments to collect relevant data.

In 2023, Carcoar Public School annually gathered feedback from parents, students, and staff to gauge their sentiments towards the school. Feedback revealed that families expressed satisfaction with how their children were valued, understood, and educated within the school community. They appreciated the commitment of the staff towards their child's academic progress and overall wellbeing. Families also highlighted the effectiveness of communication channels via technology platforms and the school's open-door policy, which fostered a welcoming environment for approaching teachers and the principal regarding their child's education and wellbeing.

Families indicated their contentment with the continuous efforts of the staff to enhance the quality of teaching and learning through ongoing training and development initiatives. At Carcoar Public School, students remained the focal point of all decision-making processes. Students reported feeling supported by staff members during challenging times and described the school as a joyful and secure place for learning, evident in their daily enthusiasm for attending classes.

Both teaching and non-teaching staff recognised the school's ongoing improvements, attributing them to the strong rapport among colleagues and each individual's unwavering dedication to fulfilling students' educational and personal needs. Staff members echoed the sentiment that Carcoar Public School provided an exceptional workplace environment and nurturing grounds for students' academic and personal growth.

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.

