

2023 Annual Report

Cawdor Public School



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Introduction

The Annual Report for 2023 is provided to the community of Cawdor 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.

School contact details

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School vision

At Cawdor Public School we strive for academic excellence where every student is supported to achieve their best. Respectful partnerships with our wider community and our nurturing support of students has facilitated high student engagement with skills for life-long learning. Our school improvement focus will continue to strengthen school leadership and will enable students to prepare as active citizens of the future.

School context

Cawdor Public School is a small school, situated in a beautiful semi-rural setting close to Camden. Established in 1858, the school has a rich history and has been a focal point in the area for over 160 years. The school is appreciated for its caring family atmosphere and high levels of community involvement.

The community at Cawdor is highly committed to providing a nurturing and innovative learning environment in which each student is encouraged to become an informed and responsible citizen. The wellbeing of every student is a high priority and the learning programs focus on the individual needs of each child.

Student leadership is strongly promoted in the school. There are many opportunities for students to take on leadership roles. Students attend leadership workshops throughout the year and the older students take an active role in the care and education of the younger students.

Cawdor is part of a small schools' network. The schools in the community have formed strong links to provide professional learning opportunities for the teachers and for sporting events, excursions and learning opportunities. The school is actively involved in an effective high school links program with the Camden Community of Schools.

The school has excellent facilities; grounds and classrooms are well-maintained and offer an inviting place to learn. Play areas are well resourced and offer the students a wide variety of play environments. All classrooms have interactive whiteboards and our technology is well maintained and updated.

Cawdor PS currently has 10 teachers and 5 non teaching staff, which includes additional temporary staff employed through school-based funding to better support the learning needs of all students. We have a total enrolment of 83 students; 8 students identify as Aboriginal.

From our Situational analysis we have identified these areas of growth:

- Explicit teaching practices to maximise student outcomes in Literacy and Numeracy
- The improved use of data to inform teaching
- Differentiation of the curriculum to ensure that all students' needs and levels are being addressed and that they have access to the curriculum
- A school-wide format of data collection
- Wellbeing

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	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	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	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in Literacy and Numeracy through explicit, evidence informed teaching practice and refined data analysis skills to support a differentiated curriculum.

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.

- Differentiation
- Data informed practices

Resources allocated to this strategic direction

Professional learning

AP Curriculum & Instruction

QTSS release

Per capita

Low level adjustment for disability

Socio-economic background

Integration funding support

Summary of progress

The school focus for 2023 continued to be the use of data informed practices to improve differentiation of reading fluency along with number and place value. This included; strengthening quality teaching practices into everyday teaching and learning programs, identifying the point of need with student learning and achievement, making appropriate adjustments to support learning or increase challenge, which resulted in teachers meeting the needs of individual students.

Consistent teacher professional learning around the implementation and embedding the use of learning progression data in the teaching and learning cycle resulted in authentic assessment of student achievement. It also resulted in, student learning outcomes have been tracked through the collection of Progressive Achievement Test data, (PAT) check in assessments and teacher observations. The analysis of this school wide assessment data, with 28 students in Years 3-6 making growth in numeracy and 17 students Years 3-6 achieving growth in reading as detailed in PAT data. A whole school assessment policy was implemented.

The Assistant Principal Curriculum and Instruction (APC&I) was involved with mentoring, lesson demonstration and team teaching of the mathematics units with a focus on number. Collaborative teaching and planning with Stage 1 and Stage 3 teachers to unpack English syllabus. was also successfully undertaken which resulted in improved teacher knowledge of the the new syllabus. The Learning Support Teacher and School Learning Support Officer undertook professional learning in evidence-based tier 2 support for reading. Targeted small group instruction of Years 1-2 was established in Semester 2. Results showed 100% of targeted students exhibited a notable advancement in their reading ability with each student demonstrating a minimum improvement of 20% percent related to MiniLit program.. 92% of targeted students demonstrated improvements in their decoding ability as observed through non word reading fluency assessment.

In 2024, Cawdor Public School will continued the phonics and phonemic awareness program with K-2. Whole school professional learning on spelling which underpins the English syllabus, building teacher capacity to effectively teach spelling within the classroom will be a focus. The school will also embed the consistent use of learning intentions and success criteria (LISC) when teaching number and place value. The implementation of the new Year 3 to 6 English and mathematics curriculum with be undertaken and teachers will be supported through this process with mentoring and team teaching opportunities.

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
Students in Years 2-6 demonstrate numeracy growth and achievement	PAT testing indicates that majority of Year 3-6 students growth in numeracy has increased. Cohort size does not allow the publication of percentages

from Semester1 to Semester 2 using PAT as a key data point.	however individual student progress is reported directly to parents and carers throughout the year.
Years 3-6 student cohorts can demonstrate improved reading scores compared to 2022 cohorts.	PAT testing indicates the majority of Yr 3-6 students growth in reading has increased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
3% increase of students in K-Year 3 demonstrating staged based expectation in learning progression of number and place value from baseline cohort data.	Majority of students K-3 have demonstrated growth in number and place value, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
3% increase of students in K-Year 3 demonstrating staged based expectation in learning progression of fluency from baseline cohort data.	Most students have demonstrated growth in fluency, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

Purpose

To create a culture of high expectations for learning where all students are challenged, engaged and resilient through explicit teaching and enhanced individual supports.

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 Practices
- Enhanced individual supports

Resources allocated to this strategic direction

AP Curriculum & Instruction

QTSS release

Professional learning

Integration funding support

Aboriginal background

Low level adjustment for disability

Summary of progress

In 2023, implementing highly effective teaching practices and enhancing individualised support was the focus for professional learning and school implementation. In collaborated meetings, APC&I and class teachers shared student samples to unpack what specific feedback could be given to students and how to establish the next learning goals.

A professional learning schedule was established and opportunities to collaborate, to ensure consistent data entering (twice a semester) to monitor student reading fluency and number and place value. This determined where to next, to guide teachers on future teaching and learning cycles. School Learning Support Officer (SLSO) timetables were arranged to accommodate those students with the most needs and provide targeted support for literacy and numeracy. The Learning and Support teacher and COVID Intensive Support Teacher targeted students to improve or extend their achievement in fluency or number and place value. Majority of students showed improvements against the learning progressions in these two areas.

To improve attendance a centralised system was embedded using Sentral. Class dojo was consistently used to follow up unexplained absences and system generated absence letters were sent home. We have seen an increase of explained student absences by our community as a result. Communication through fortnightly newsletters to promote the importance of regular school attendance and progress towards our attendance target has been a key initiative to improve daily attendance at school.

Wellbeing was addressed with all staff undertaking professional learning on Aboriginal Education and the High Potential and Gifted Education policy. SLSO staff incorporated social skills within structured lunchtime games and activities. There was also the implementation of sensory play for a targeted group of students each Friday. The Student Representative Council (SRC) were actively involved in community partnerships and fundraising initiatives. The school has continued to engage in an extended hour pilot program providing extracurricular activities and breakfast club program resulting in positive feedback on student wellbeing outcomes. Within the classroom, teachers taught students self-regulation skills and awareness of emotions and buddy class mentoring programs have successfully provided students with a greater sense of belonging. As a result, students were engaged in opportunities across all learning domains- physical, creative, leadership, academic and social and emotional.

In 2024, the school will continue to implement whole school wellbeing programs for all students and strategies to improve positive attendance rates. The school will drive collaborative practices for improvement through targeted professional learning, curriculum implementation and our community of school initiatives.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>System Negotiated Attendance Target</p> <p>A demonstrated increase of 5.4% of students attending school 90% of the time or more.</p>	<p>The number of students attending school 90% of the time or more has decreased, although our overall attendance rate increased.</p>
<p>System Negotiated Wellbeing Target</p> <p>A demonstrated increase of 4.5% of students reporting positive responses related to the categories of Advocacy at School, Expectation of Success and Sense of Belonging in the Tell Them From Me Survey.</p>	<p>Students reporting positive wellbeing outcomes has decreased across the positive wellbeing measures.</p>
<p>Internal data indicates that teachers are providing explicit and specific feedback related to defined success criteria to students.</p>	<p>50% of teachers utilise learning intention and success criteria in their lessons in order to establish explicit, challenging and achievable learning goals for all students.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$140,991.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cawdor 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"> • Data informed practices • Enhanced individual supports <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) • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning numeracy goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classroom and playground.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$44,895.42</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cawdor 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"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through MiniLit Sage and InitialLit to support student learning • employment of additional staff to support literacy tier 2 program implementation • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Additional release time for professional learning to support reading and formative assessment practices. Additional staffing to implement co-teaching programs to provide intensive support for all students. in reading which resulted in improved internal school assessment data.</p> <p>After evaluation, the next steps to support our students will be: To expand current interventions and boost groups (MiniLit Sage and InitialLit) to support more students.</p>
<p>Aboriginal background</p> <p>\$7,343.07</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cawdor Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$7,343.07</p>	<p>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"> • Enhanced individual supports <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: An increase of 70% of Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, as a result of the welcoming and informal setting. Tell Them From Me data indicated 83% of Aboriginal students feel like their culture is valued at school. A high attendance rate for our Aboriginal students of 93.1% which is above the school's attendance rate.</p> <p>After evaluation, the next steps to support our students will be: To further expand the cultural education for our Aboriginal and Torres Strait Islander children through workshops and the Personalised Learning Pathways (PLP) cycle.</p>
<p>Low level adjustment for disability</p> <p>\$54,203.74</p>	<p>Low level adjustment for disability equity loading provides support for students at Cawdor 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"> • Differentiation • Enhanced individual supports <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 • employment of LaST and interventionist teacher • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: An increase in the proportion of students achieving at or above expected growth in reading. The school employed a learning and support teacher to work with individual students within the classroom to build teacher capacity to meet the needs of all learners.</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 the continued co-ordination of an occupational therapy program.</p>
<p>Professional learning</p> <p>\$8,868.16</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 Cawdor Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Professional learning</p> <p>\$8,868.16</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation • Data informed practices • Highly Effective Teaching Practices <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 • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of reading fluency, number and place value, resulting in improved internal student assessment results.</p> <p>After evaluation, the next steps to support our students will be: Additional professional learning to support staff with the implementation and teaching of new syllabuses.</p>
<p>QTSS release</p> <p>\$15,506.21</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cawdor 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"> • Differentiation • Highly Effective Teaching Practices <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: Improved staff confidence and teaching practice. 50% of teachers using learning intentions, success criteria and have a strong focus on formative assessment. Majority of teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: Support for all classroom teachers to deliver quality explicit teaching strategies across the curriculum.</p>
<p>COVID ILSP</p> <p>\$40,245.12</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 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"> • employment of teachers/educators to deliver small group tuition • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning</p>

COVID ILSP

\$40,245.12

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 identified students to continue to meet their personal learning goals will also be a priority.



Learning and Support literacy programs

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	46	42	49	51
Girls	39	42	30	33

Student attendance profile

School				
Year	2020	2021	2022	2023
K	98.1	95.0	89.0	91.4
1	95.0	95.5	86.5	90.2
2	95.5	93.1	91.2	90.9
3	92.9	94.4	88.4	91.6
4	92.3	90.8	92.4	91.9
5	94.3	90.4	88.5	95.9
6	93.0	89.9	86.1	91.6
All Years	94.0	92.5	88.5	91.8
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	3.47
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*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.

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	153,779.72
Revenue	1,403,166.70
Appropriation	1,359,649.35
Sale of Goods and Services	9,770.42
Grants and contributions	29,710.56
Investment income	2,386.37
Other revenue	1,650.00
Expenses	-1,385,436.10
Employee related	-1,212,320.25
Operating expenses	-173,115.85
Surplus / deficit for the year	17,730.60
Closing Balance	171,510.32

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	100,885
Equity Total	106,442
Equity - Aboriginal	7,343
Equity - Socio-economic	44,895
Equity - Language	0
Equity - Disability	54,204
Base Total	854,852
Base - Per Capita	20,561
Base - Location	0
Base - Other	834,291
Other Total	72,307
Grand Total	1,134,486

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.

Parent/caregiver, student, teacher satisfaction

Parent/carer, student and teacher feedback was sort through the Tell Them From Me Survey and community forum and workshops.

Students

Students have reported through Tell Them From Me Survey

83% of students in Years 4-6 feel proud of their school an increase of 17% from 2022.

72% of students in Years 4-6 stated they are always treated with fairness and respect by teachers in regards to their cultural background.

79% of students in Years 4-6 know how to seek help if they are bullied or see someone else being bullied.

Students stated that there is positive behaviour at school with 86% of Year 4-6 students not being in trouble at school compared to NSW Govt mean of 83%.

In 2024, we will continue to enhance a positive school learning climate by improving explicit teaching practices where teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. (School mean was 6.0 compared to NSW Govt. norm of 7..5)

Parent/Caregivers

Tell them from Me data did not have sufficient parent responses for valid data to be collated. We sought feedback through community forum and parent workshops in 2023.

At the community forum, 100% parents/carers indicated they felt welcome into the school, they felt that they are well-informed about school activities.

They reported teachers and principal are accessible if they have concerns.

The school is supporting learning of reading in the home setting through parent workshops with an increase in attendance from 5 parents in 2022 to 16 parents in 2023. Parents feel that the school is improving by having high expectations for their child to succeed both in learning and behaviour.

In 2024, we will work to improve reporting student learning goals to parents/carers and how they can be effective partners in their child's learning.

Teachers

Teachers have reported through Tell Them From Me Survey

Majority of teachers stated they are using data informed practices to set challenging goals and meet the needs of their students. (School mean was 7.1 compared to NSW Govt. Norm of 7.8)

Teachers indicated that school leaders helped them create new learning opportunities for students. (School mean was 7.9 compared to NSW Govt. Norm of 7.1)

86% of staff reported school leaders at Cawdor PS are leading improvement and change.

Teachers feel they understand the learning needs of their students and set clear school expectations for behaviour (School mean was 8.1 compared to NSW Govt. Norm of 8.2)

In 2024, we will work towards further supporting classroom teachers to set challenging and visible learning goals for students and sharing these with parents.



Community members engaging in classrooms on Grandparent's Day

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.