

2023 Annual Report

Carlingford West Public School



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Introduction

The Annual Report for 2023 is provided to the community of Carlingford West Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

School context

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

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

Student enrolment numbers are currently 1752. 95.8% of our students are from a non-English speaking background and represent a wide variety of cultural groups, primarily Chinese, Korean and Indian. Chinese, Korean and Hindi Community Language programs are offered to students.

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

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

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
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

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

Initiatives

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

- English
- Mathematics

Resources allocated to this strategic direction

Refugee Student Support
New Arrivals Program
Integration funding support
English language proficiency
Low level adjustment for disability
Professional learning
Beginning teacher support
Literacy and numeracy
QTSS release
Per capita
AP Curriculum & Instruction

Summary of progress

ENGLISH

Carlingford West focused on English as a priority key learning area (KLA) related to student learning, professional development and impact. Evaluation of English programs throughout the year has revealed that K-2 units of work were increasingly contextualized as the year progressed to our setting from the standard curriculum units. Evaluation of the 3-6 programs revealed explicit and differentiated teaching and learning. Differentiated learning in literacy was provided with an assigned SLSO to each grade. EAL/D enhancements have been added to all English programs. Minilit and Multilit continued to support literacy intervention programs, as well as COVID-19 Support groups across K-6. Sequentially planned programs ensured revision and consolidation of previously learnt concepts and students were given opportunities to be extended and challenged. Students continue to develop a strong phonological basis. This is due to the explicit teaching of concepts through the new K-2 curriculum and the introduction of the phonemic awareness program Heggerty. Decodable readers and synthetic phonics programs supported the development of decoding ability for all K-2 students. Reading comprehension was developed with a focus on activating student background knowledge. Students analysed, appreciated and examined elements of visual literacy. They developed literacy skills to comprehend a wide variety of texts. Fluency has been consistently taught, monitored and evaluated throughout the school. Vocabulary has been explicitly taught to develop a knowledge of rich topic-based vocabulary. In 3-6 teachers continued to implement the Big 5 and Super 6 strategies and programs were differentiated. English targets were met largely. The impact of this initiative has been the school attaining very strong NAPLAN and check in results. In addition, teacher capacity was strengthened in the explicit teaching of English and the review of both formative and summative student data.

In 2024 we will implement the new 3-6 English curriculum and refine the implementation of the K-2 curriculum. We will continue to focus on the Big 5 and Super 6 and focus on implementing the new K-2 curriculum in English and mathematics, focusing on knowledge and vocabulary. The continuation of allocation for 1.4 Assistant Principal Curriculum and Instruction (APCI) as permanent allocation will further strengthen our work in this area.

MATHEMATICS

In 2023 we focused on mathematics as a priority key learning area (KLA) related to student learning, professional development and impact. K-2 implemented the new syllabus and 3-6 familiarized with the new syllabus. Mathematics Leaders continued to work with the Big School Mathematics network and Mathematics Strategic Team to develop evidence informed best teaching practice. The leaders were timetabled to have release to work with grade teams to model best practice, lead programming, team teach and provide feedback to mathematics lessons. Confidence in

content knowledge and the implementation of a 5 part lesson structure increased. Content in lessons was explicitly taught and contained a daily number sense activity. Classroom teachers had access to and developed a better understanding of the expectation in using hands-on resources when appropriate and the Carlingford West Mathematics Hub. Student data review has been a focus this year in Mathematics. A range of data has been collated and analysed by our APCI using triangulation and dynamic data spreadsheets. As a result of the data analysis, In 3-6 Maths pods were introduced to further increase differentiated teaching, learning and assessment. This resulted in programs that were more reflective of differentiated learning tasks for students working on the same syllabus Outcome. Grades were provided with concrete resources and picture books linked to mathematics. The impact of this initiative has been the student growth evidenced in K-6 with authentic learning and language through the incorporation of quality literature into lessons. Student engagement has grown due to the enrichment and problem solving tasks embedded into programs. Students use concrete materials in lessons and their mathematical language has diversified with improvement in teacher capacity in teaching mathematics.

In 2024 we will implement the new 3-6 Mathematics syllabus and refine the implementation of the K-2 Mathematics syllabus. We will continue to schedule time for Mathematics Leaders development and to work with their grade team. We will aim to connect and revisit maths concepts as sequenced in the new syllabus documents. We will continue to embed concrete resources and focus on the language of mathematics in teaching and learning programs. We will focus on supporting high performing students and students of varying abilities through mathematics pods in 3-6 and our HPGE program. Consistent assessment practices will be embedded across the school through sharing practice during grade, faculty and Executive meeting time, professional learning and the use of dynamic data.

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>NUMERACY GROWTH</p> <p>An increase in Check-in Assessment mean scaled score for numeracy in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.</p>	<ul style="list-style-type: none"> The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 12.1%.
<p>READING GROWTH</p> <p>An increase in Check-in Assessment mean scaled score for reading in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.</p>	<ul style="list-style-type: none"> The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 12.2%.
<p>Intellectual Engagement</p> <p>Improvement in TTFM results in intellectual engagement to be moving towards the state average as measured through:</p> <ul style="list-style-type: none"> Student motivation Student effort Quality instruction Expectations for success 	<ul style="list-style-type: none"> Tell Them From Me data shows a decrease of 0.1% decrease of reported effective learning time, including a 5% decrease in student motivation, 1% decrease in student effort, 0% increase in explicit teaching practices and feedback, and 0.1% decrease in expectations of success.

Purpose

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

Initiatives

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

- Professional Learning
- High Potential and Gifted Education (HPGE) Focus

Resources allocated to this strategic direction

Refugee Student Support
Socio-economic background
Aboriginal background
English language proficiency
Low level adjustment for disability
Professional learning
Beginning teacher support
QTSS release
AP Curriculum & Instruction
New Arrivals Program

Summary of progress

Professional Learning

Throughout 2023 as a school we have continued to undertake professional learning around the curriculum reform with both the implementation of the new English and Mathematics syllabus for K-2 as well as preparation for the 3-6 syllabus. Each week as part of our scheduled professional learning, K-2 staff worked on developing and implementing the units aligned to the new syllabus. Our staff have also worked through the Department Curriculum Modules for 3-6 as they are released, as a whole school approach. As a result, the professional learning schedule was adjusted along with the teaching and learning programs. Assessments were reviewed and adapted based on data collected and school strategic planning undertaken.

Strengths of this approach were that staff were given time as a grade team to develop their units and familiarise themselves with the new syllabus. It was identified that professional learning was delivered more as a face to face on a grade or faculty level. All resources are readily available for staff, along with extra information for staff to further their knowledge.

The K-2 units have all been adapted, ensuring that all units are aligned to the new syllabus and also catering for the needs of the students. Although the new units for 3-6 were not yet released, the 3-6 teams were ensuring the connectionist approach was followed. Teachers have a thorough understanding of the new syllabus and the scope and sequence and ensuring all units cover this.

In 2024, grade teams need to be balanced with a combination of experienced and new teachers on each grade. This will ensure that there is familiarisation with the units as they continue to be developed.

The professional learning schedule will be mapped out at the beginning of the year, also providing opt in sessions to cater for staff interest. Teachers who attend external professional learning will share back with grade teams. Grade teams to run micro professional learning in the lead up to new units focused on the upcoming English textual concept.

High Potential and Gifted Education (HPGE)

The HPGE policy implementation at Carlingford West Public School continued in 2023. Teachers embedded explicit teaching strategies and created improved teaching environments to cater for HPGE students. The school continued to evaluate and reflect on policy implementation and this impacted the processes being put into place. The executives decided that HPGE professional learning in 2023 was going to occur in years 3-6 as K-2 were focusing on curriculum reform. The school planned to focus on HPGE professional learning in K-2 in 2024. HPGE professional learning was

delivered in Stage 2 on the HPGE policy, CESE research and developing enrichment activities in programs. Due to a busy professional learning schedule, Stage 3 only had a professional learning session on the HPGE policy. In K-2, selected students participated in HPGE groups focusing on reading, mathematics and creative arts.

The executive recognised that processes had to be developed around identification of high potential and gifted students. 3-6 APs developed an understanding that identifying students can be through teacher, parent and student nomination as well as through data, checklists and anecdotal evidence. Select staff investigated these methods, in particular using the identification checklists. Assistant Principals designed checklists for K-2 and 3-6 student HPGE identification. In K-2, selected students participated in HPGE groups focusing on reading, mathematics and creative arts. These groups occurred in Term 2 and 4 of the year. Due to staff shortages, these groups could not process throughout the whole of the year.

In 2024, HPGE procedures will be set in writing and implemented. The staff will begin selecting students for HPGE identification and tracking.

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>Student Engagement and Motivation</p> <p>Student responses in TTFM surveys relating to motivation and engagement progress towards being at or above state average in the areas of:</p> <ul style="list-style-type: none"> • Explicit teaching • Effective and timely feedback • Setting high expectations • Quality differentiation of teaching and learning programs and assessments, including EAL/D. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the themes of Student Engagement and Feedback.
<p>Data skills and use</p> <p>Percentage of working towards consistently and regularly gathering and analysing student data to identify students' learning needs and analyse their own impact to tailor their pedagogy to improve teaching and learning in their classroom is moving towards the school identified target of 100%.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the themes of Data Analysis and Data Use in Planning while sustaining and growing in the themes of Data Literacy and Data Use in Teaching.
<p>Attendance</p> <p>Increase the percentage of students attending more than 90% of the time to be at or above the system negotiated lower bound target of 92.3%.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Attendance.
<p>LEARNING AND DEVELOPMENT</p> <ul style="list-style-type: none"> • An improvement in the element of "Learning and Development" to be moving towards the school identified target of excelling as measured by the School Excellence Framework. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development.
<p>EXPLICIT TEACHING</p> <ul style="list-style-type: none"> • An improvement in the theme of "Explicit Teaching" to be moving towards the school identified target of excelling as measured by the School Excellence Framework. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Explicit Teaching.

Strategic Direction 3: Wellbeing and Partnerships

Purpose

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

Initiatives

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

- Partnerships
- Attendance
- Wellbeing

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
English language proficiency
Professional learning
Beginning teacher support
AP Curriculum & Instruction
Per capita
Refugee Student Support
New Arrivals Program

Summary of progress

Partnerships

In 2023 all staff attended a Term 2 staff development day with Koori Kinnections and Term 4 at Gibberagong EEC, focusing on Connecting To Country, Sustainability, along with effectively and authentically embedding First Nations Histories and Cultures into teaching and learning programs. Students in Years 2, 3 and 4 have attended excursions at Muogamarra, and Gibberagong EEC whilst students in Years 5 and 6 have had Learning on Country incursions. Our local Aboriginal Education Consultative Group (AECG) President Dave Lardner has worked with Stage 2 and Stage 3 teachers, providing professional learning, and both himself and Uncle Laurie, Guringai Elder, worked with our First Nations students during a Cultural Immersion Camp, Big Mob Day and Learning on Country days. Teachers have visited and worked at the Gol Gol Immersion Centre, hosting school visits and creating and sharing programs with the City Country Alliance schools. The impact of this initiative has resulted in increased staff knowledge, understanding and respect for Aboriginal and Torres Strait Islander histories and cultures. Regular professional learning and rich collegial discussion with our AECG has impacted positively on teaching and learning programs. Aboriginal and Torres Strait Islander Histories and Cultures have been meaningfully embedded into programs, and student respect, knowledge and understanding has increased. A greater number of staff now attend AECG meetings on behalf of the school. Stage 2 implement a Cultural Curriculum program, and Stage 3 implement an Aboriginal Studies program, both written by the AECG President. Through all these initiatives, activities, excursions, and programs First Nations students have been immersed and connected to experiences to deepen their connection to Country.

In 2023 Carlingford West staff were involved in a range of partnerships. The partnership between City and Country alliance schools was further strengthened through leadership camps, Rural Experience Programs and sharing of resources. An online hub was created for the APC&I Network providing access to professional learning and resources. School leaders participated in Community of Schools partnership days with an emphasis on building student leadership and sharing best practice in HPGE. Opportunities for professional learning continued throughout the year for the Maths Network for Early Career Teachers and Highly Accomplished Teachers. The HALT Network provided professional learning for teachers seeking Highly Accomplished levels of accreditation. The Community Language Teacher Network established this year provided professional learning for Community Language teachers who shared resources and best practice in language teaching. EAL/D teacher networks provided opportunities for teachers to increase their knowledge and skills in evidence-based EAL/D pedagogy.

The impact of these professional partnerships has been increased knowledge of research-based teaching practices, an increase in understanding of effective leadership practices, in-depth sharing of differentiated approaches to teaching and assessment and increased collective teacher efficacy across these networks. Students have benefited from these partnerships as teachers and executive continue to implement high impact teaching strategies to support teaching and learning. Students have benefitted from opportunities for student leadership development. In 2024 we will continue to strengthen these partnerships to further support student learning, teacher professional development and increased

leadership skills.

Wellbeing

In 2023, the school continued the implementation of a range of whole school and targeted processes to support the wellbeing of all students so they can connect, succeed, thrive and learn. The CWPS Wellbeing Procedures were created outlining the whole school Behaviour Management and Rewards System. The Anti-Bullying Plan was reviewed in consultation with the students, community and staff. Behaviour data is harvested and shared for grade teams to analyse problematic behaviour patterns and implement changes to avoid these behaviours continuing. Positive behaviour is rewarded by Key Ribbons. Grade SLSO staff were employed to support learning within the classroom allowing classroom teachers to provide targeted support to selected students. Teachers have gradually implemented and reinforced the procedures in their classrooms and the playground. Rigorous and consistent wellbeing data will inform the effectiveness of the updated Wellbeing Procedures on the overall behaviour of our students.

The impact of this initiative has been a decrease in the frequency of negative behaviour incidents. Grade SLSO employment increased opportunities for classroom teachers to provide focused learning support to all students.

In 2024 we will continue to implementing and embedding our wellbeing procedures aligned with the Department's Inclusive, Engaging and Respectful Schools (IERS) framework.

Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. The Learning and Support Team shares responsibility for attendance through recognising the importance of consistent student attendance. Student attendance is discussed at every LST meeting and also in all grade meetings. Attendance (or lack of) is tracked each week and teachers follow up unexplained absences. Student attendance is also monitored by both Assistant Principals and Deputy Principals. Executive manage and identify staff Professional Learning attendance and records. We maintained contact with our Home School Liaison Officer, when one was appointed to our school.

The impact of this initiative has been that teachers are following up unexplained absences, we have less unexplained absences and our percentage for attendance has increased.

In 2024, in this initiative, we will continue to promote the importance of student attendance.

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
Curriculum Self assessment of the theme of "Curriculum Provision" indicates the school is working towards the school identified target of excelling as measured by the School Excellence Framework.	<ul style="list-style-type: none">Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Curriculum.
Community Satisfaction The school is working towards the school identified target of excelling in the themes of Service Delivery and Community Satisfaction of the School Excellence Framework.	<ul style="list-style-type: none">Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Service Delivery and at sustaining and growing in the theme of Community Satisfaction.
Attendance Increase the percentage of students attending more than 90% of the time to be at or above the system negotiated lower bound target of 92.3%.	<ul style="list-style-type: none">The number of students attending greater than 90% of the time or more has increased by 7.5%.
WELLBEING	<ul style="list-style-type: none">Self-assessment against the School Excellence Framework shows the

<ul style="list-style-type: none"> • An improvement in the element of "Wellbeing" to moving towards the school identified target of excelling as measured by the School Excellence Framework. 	<p>school currently performing at excelling in the element of Wellbeing.</p>
<p>PARTNERSHIPS</p> <ul style="list-style-type: none"> • An improvement in the themes of "Curriculum Provision" and "Continuous Improvement" to be moving towards the school identified target of excelling as measured by the School Excellence Framework. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Curriculum Provision and at excelling in the theme of Continuous Improvement.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$236,460.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Carlingford West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English <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 targeted professional learning around [course] • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Professional learning</p> <p>\$120,670.82</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Carlingford West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English • Professional Learning • Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Refugee Student Support</p> <p>\$10,437.48</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>Refugee Student Support</p> <p>\$10,437.48</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English • Professional Learning • Partnerships <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: bilingual SLSO in-class support provided to targeted students. Parents/carers more able to connect with school through the use of interpreters.</p> <p>After evaluation, the next steps to support our students will be: to continue bilingual SLSO support with targeted students. To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.</p>
<p>New Arrivals Program</p> <p>\$144,621.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Carlingford West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English • Professional Learning • Partnerships <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: providing support for newly arrived students.</p> <p>After evaluation, the next steps to support our students will be: to continue to support these students as they acquire English and settle into school.</p>
<p>Socio-economic background</p> <p>\$56,169.69</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Carlingford West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning • Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items

<p>Socio-economic background</p> <p>\$56,169.69</p>	<p>The allocation of this funding has resulted in the following impact: equitable access for all students to engage in the curriculum and extra curricular activities.</p> <p>After evaluation, the next steps to support our students will be: to continue to support families financially so that they can engage in all school activities. employ an SLSO to support identified students.</p>
<p>Aboriginal background</p> <p>\$5,183.66</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Carlingford West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning • Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the PLP process with conversations becoming more authentic as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: continue our partnership with the local AECG to support our identified students to connect to Country.</p>
<p>English language proficiency</p> <p>\$720,996.16</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Carlingford West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English • Professional Learning • Partnerships <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 • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: EALD students showing improved outcomes EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. increased teacher capacity to identify the learning needs of EALD students.</p> <p>After evaluation, the next steps to support our students will be: to capitalise on teacher confidence and their capacity to design integrated teaching units that reflect the needs of EAL/D learners. ongoing professional learning to identify language and cultural demands</p>

<p>English language proficiency</p> <p>\$720,996.16</p>	<p>across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$187,605.66</p>	<p>Low level adjustment for disability equity loading provides support for students at Carlingford West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English • Professional Learning <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 [program name] to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>QTSS release</p> <p>\$369,189.79</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Carlingford West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English • Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. teachers embedding evidence-based, high impact teaching strategies within their classroom practice. teachers reporting lessons differentiated according to students' needs teachers providing students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students will be: To support classroom teachers to deliver explicit teaching strategies across the curriculum.</p>
<p>COVID ILSP</p> <p>\$38,429.97</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</p>

COVID ILSP

\$38,429.97

school as most likely to benefit from additional support in 2023.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
- providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]
- development of resources and planning of small group tuition

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.

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.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	867	893	949	907
Girls	811	867	925	910

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.2	95.9	90.4	93.2
1	90.8	96.0	91.1	92.8
2	93.1	94.4	91.3	93.5
3	93.5	96.5	90.5	93.8
4	93.6	96.4	91.9	94.3
5	93.5	97.1	91.7	93.9
6	94.4	95.2	89.2	93.2
All Years	93.1	96.0	90.9	93.6
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
Deputy Principal(s)	3
Assistant Principal(s)	9.4
Classroom Teacher(s)	68.7
Learning and Support Teacher(s)	0.9
Teacher Librarian	2.4
Teacher EAL/D	6
School Counsellor	2
School Administration and Support Staff	9.27
Other Positions	5.8

*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.

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	2,651,661.64
Revenue	17,774,880.57
Appropriation	16,728,399.68
Sale of Goods and Services	22,380.88
Grants and contributions	876,759.73
Investment income	103,940.28
Other revenue	43,400.00
Expenses	-17,549,036.88
Employee related	-15,412,548.24
Operating expenses	-2,136,488.64
Surplus / deficit for the year	225,843.69
Closing Balance	2,877,505.33

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	156,834
Equity Total	969,955
Equity - Aboriginal	5,184
Equity - Socio-economic	56,170
Equity - Language	720,996
Equity - Disability	187,606
Base Total	12,022,082
Base - Per Capita	487,727
Base - Location	0
Base - Other	11,534,355
Other Total	1,959,806
Grand Total	15,108,678

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

At Carlingford West Public School learning programs are delivered which allow students to understand that schooling is a valuable aspect of their lives. Our students' results from the Tell Them From Me (TTFM) survey demonstrate that over 85% of our students try hard to succeed in their learning and nearly 90% of our students value schooling in their everyday life and see the bearing that their education has on their lives. The school will aim to deliver programs in 2024 to engage students and increase the percentage of students who see themselves as putting in effort into their learning. A future direction for the school will also revolve around creating a greater sense of belonging for our students.

The executive and teachers at Carlingford West Public School value the learning partnership between school and home. Teachers actively work to communicate with parents and involve them in their children's learning. Our parent community highly value education and encourage their children to do well at school. This is demonstrated through the parent results of the TTFM survey. In the survey parents scored 7.2 on feeling informed and for supporting learning at home.

Carlingford West Public School focuses on maximising the collective efficacy of all staff. The executive and all teachers have a shared vision and work together on the school's strategic directions. School processes and planning ensure teachers are given time to collaborate with one another. The school scored highly on the learning culture and collaboration aspects within the Tell Them From Me Survey. In particular it is evident that teachers support one another through the sharing of lesson plans and other materials among grade, faculty and school teams. In 2024, we will continue to provide teachers with frequent opportunities to have their teaching observed to provide adequate and explicit feedback on the effectiveness of their teaching.

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.