

2021 Annual Report

Caringbah Public School



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Introduction

The Annual Report for 2021 is provided to the community of Caringbah 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

To provide high quality education in an innovative , inclusive and nurturing teaching and learning environment while promoting a culture of high expectations and purposeful collaboration between the school, students and community.

School context

Caringbah Public School, with an enrolment of 324 students, is an inclusive school, committed to the development of the whole child. Our caring learning environment is focused on ongoing improvements in student learning outcomes through the delivery of high quality teaching and learning programs. Our students are encouraged to reach their full potential in all aspects of school life.

Our school's priorities are the development of individual literacy and numeracy levels of all students through the implementation of evidence based programs as well as building a positive culture of engagement and wellbeing. We currently engage with the latest technologies in the classroom and also offer a range of extra- curricular activities to cater for a variety of student needs. Our motto is 'Ever our Best'. Students are supported and nurtured to achieve their best at all times whilst being caring, respectful and responsible.

We are an inclusive school, with four support classes for students with Autism, located in the southern suburbs of Sydney and we are supported by a vibrant community who are very involved and committed to the activities and programs which together with their partnership, lead to the growth of students who achieve success both in and out of the classroom.

Through our situational analysis outcomes, we have identified a need to use more data driven practices in the form of evidence informed programs to ensure that all students have access to appropriate learning. The need is for whole school assessment practices which are accurate and consistently used in each class and stage and therefore across the whole school to develop a real pattern when identifying the gaps and the programming needs for specific areas eg reading and numeracy. Further work needs to occur around how we plan for and deliver quality instruction to students with additional needs., including those identified as high potential and gifted.

Work will take place embedding quality practices in K-6 spelling and reading instruction using evidenced informed programs and the instructional leader will lead much of this work in the school.

Work will also take place in mathematics using the guidance and expertise of the schools services team. This will be followed up on by the instructional leader.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support - mainly in the form of Minilit and Maclit. Structures will be put in place to identify students who need intervention and students not showing growth will continue to be referred to the Learning and Support teacher for intensive intervention and the case approach.

Continued monitoring of student performance data will determine areas of need and success at a class and school level. The involvement of the community in this process will be essential for success.

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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve students outcomes across K-6 in reading and numeracy and to build foundations for future academic success, we will develop and refine explicit teaching practices in all classrooms which are supported by strong and effective programming which is dynamic and engaging when presented by teachers who use evidence based teaching practices.

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.

- Differentiated learning
- Quality Teaching - Numeracy
- Quality Teaching - Literacy

Resources allocated to this strategic direction

6101: \$23,000.00

6100 operational: \$57,000.00

QTSS release: \$64,692.00

Literacy and numeracy intervention: \$47,090.00

Low level adjustment for disability: \$86,826.00

English language proficiency: \$22,333.00

Socio-economic background: \$17,121.00

Aboriginal background: \$1,437.00

Integration funding support: \$58,478.00

Professional learning: \$17,000.00

Literacy and numeracy: \$7,419.00

Summary of progress

In 2021 the school enhanced practices in differentiation, scope and sequences, assessment schedules and supporting students with additional needs. An allocated Instructional Leader also enhanced programs on the teaching of reading.

PLaSP updates have occurred following return to face to face teaching, ensuring at least one academic goal is included for each child. This impacted the staff and families in that there was accountability from both home and school in maintaining the focus and ensuring that the partnership between home and school was maintained. Teaching and Learning programs for students in the support classes have been reviewed in an attempt to align with mainstream programs and assessments.

Deputy Principals / Instructional Leaders (DPs/ ILs) continued to analyse data, looking inward at school based assessments and also at standardised assessments from NAPLAN and PAT. Curriculum mapping was a focus for DP/ILs to support staff around the teaching of literacy in 2022. The re-development of programs/units for years 3-6 began.

A focus on the literacy and numeracy attainment of our students ensured that there was significant growth in these areas.

What has been the impact of our differentiation strategies? In class support has been enhanced through student focused programs and tracking of student growth has been initiated. The impact of this is the ability and provision for staff to see the changes for students over the time as a direct result of strategies employed.

What has been the impact of our Reading and Numeracy professional learning and implementation of enhanced strategies? Consistency across the stages in their planning and implementation for numeracy with 5 weeks blocks under big ideas frameworks. This style of programming has resulted in the explicit teaching of reading as a consistent practice across the school with a focus on understanding the text.

In 2022 the focus will be on vocabulary development and fluency in reading through Instructional Leadership program. The school will continue with detailed and focused professional learning around vocabulary development using evidenced based research and the knowledge gained from resources such as " Bringing words to Life - Robust vocabulary instruction" Beck, McKeown and Kucan.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top two bands Naplan Reading from 57.81% .in 2019 towards our lower bound target of 68.7. (Upperbound 73.7%) Uplift = 6% 2021	NAPLAN scores indicate a decrease of 0.49% of students in the top two skill bands for reading 64.06% from our baseline. This was an increase from 2019 of 6.74%. We met our 2019-2021 uplift target.
Increase the percentage of students achieving in the top two bands Naplan Numeracy from 36.92 % .in 2019 towards our lower bound target of 55.7% . (Upperbound 60.7%) Uplift = 10%	NAPLAN scores indicate a decrease of 1.72% of students in the top two skill bands for numeracy (49.21%) from our baseline. This was an increase from 2019 of 12.29%. We met our 2019-2021 uplift target.
Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. This includes sharpening the focus on PLASPs for targeted students.	Self-assessment against the School Excellence framework shows the element of curriculum - teaching and learning programs to be sustaining and growing. Assessment and data schedule written, trialed and implementation has begun showing clear progression in student learning. 2022 will be a focus for sharpening PLASPs for targeted students.
Increase the percentage of students achieving expected growth Naplan Reading from 71.43% .in 2019 towards our lower bound target of 79.2% (Upper bound 84.2%) Uplift = 3% 2021	The percentage of students achieving expected growth in reading decreased to 47.37% indicating progress, yet to be seen towards the lower bound target. There was a decrease of 24.16% from 2019 NAPLAN.
Increase the percentage of students achieving expected growth Naplan Numeracy from 65.71% .in 2019 towards our lower bound target of 83.7% (Upper bound 88.7%) Uplift =6% 2021	The percentage of students achieving expected growth in numeracy decreased to 75%. There was a increase of 9.29% from 2019 NAPLAN. We met our uplift target.
Establish the baseline percentage of targeted students meeting or exceeding their individual learning goals / stage benchmarks so that equity gaps are closing.	76% of Year 1 students receiving LaST have doubled their word count per minute over the school year. All support class Kindergarten students have improved from 4-40% at the beginning of the school year to between 67 and 98% in Term 2. This is testament to the meeting and exceeding of individual learning goal achievement.
Further embed sustaining and growing - explicit teaching so that teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.	Self-assessment against the School Excellence framework shows the element of of effective classroom practice - explicit teaching to be sustaining and growing. K-2 has shown particular strength in explicit teaching and we have identified a need for Years 3-6 to continue to use a range of explicit strategies.

Establish a baseline of students in years 2-6 who will demonstrate a 0.4 growth (calculated through the effect size formula) when comparing start of year to end of year scaled scores in the Progressive Achievement test (PAT) test in numeracy.

There has been a delay in implementing improvement measures in this area due to COVID and home learning period in term 3 2021. Professional learning and instructional leadership were interrupted. End of year assessments indicated there has been an increase of 3% of students from years 3 to 6 when comparing scaled scores of the Progressive Achievement Test.

Strategic Direction 2: Data and assessment

Purpose

To ensure assessments and the resultant data are used effectively and precisely and as an integral part of daily classroom practice to evaluate student learning and development. This will enable teachers to implement changes in programming and delivery which lead to measurable gains 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.

- Data and Assessment
- Collaboration through Instructional leadership program

Resources allocated to this strategic direction

Professional learning: \$5,500.00

School support allocation (principal support): \$750.00

Summary of progress

Consistent use of assessments and data analysis in both literacy and numeracy has promoted comparable teacher judgement and captured information about student learning. Covid has been a barrier in 2021 and more time will be needed for further professional learning and trialing of new assessments next year. Collaboration through the Instructional Leadership program has been successful and will continue in 2022.

What has been the impact of our focus on assessment and data skills and use for staff and students? Teachers now have a clear understanding of the use of data especially InitialLit assessments. The learning support team are supporting staff with assessments and interpretation to use this for where to go next. Staff knowledge awareness and understanding of data has been enhanced.

What has been the impact of our instructional leadership program? Consistency in classroom practice, knowledge development, programming, assessment and stage team support through Science of Reading. Staff are confident in approaching the Instructional Leaders to seek support in developing their classroom practice and there is a well developed culture in the school of lesson demonstration and observation to enhance personal growth which impacts student achievement.

In 2022 the school will continue to develop staff through the instructional leadership program using observation, feedback, team teaching and data sessions.

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
Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning. Bas lines established. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.	Self-assessment against the School Excellence framework shows the elements of assessment - summative assessment and data use and skills - data use in teaching to be sustaining and growing. New InitialLit assessments have been regularly implemented in K-2 and new comprehension and fluency assessments have been trialed in 3-6 to help promote consistent and comparable judgement of student learning. More time will be needed in 2022 for teachers to develop an in-depth understanding of the new 3-6 literacy assessments as a result of COVID. Teachers are successfully using the new Interview for Student Reasoning (IfSR) and using the data to inform their teaching. Consistent use of assessments across the school (including mainstream and support classes) will remain a goal for 2022.
Professional learning in the school	Self-assessment against the School Excellence framework shows the

<p>emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. (IL program)</p>	<p>element of educational leadership-instructional leadership is sustaining and growing.</p> <p>Professional learning took place in Semester 1 around the new assessment tools and team teaching occurred in classrooms across the school. The Instructional Leaders analysed internal and external data and presented the findings to staff at PL e.g. InitialLit, Progressive Achievement Test (PAT), NAPLAN and Check-in assessments. Staff further analysed stage assessment and moderated work samples at 1/2 data days in stage teams twice per term to facilitate whole school improvement. Professional learning in Semester 2 was on hold as a result of covid. Instructional Leaders began curriculum mapping for 2022.</p>
<p>Establish baseline assessments for Student growth and achievement and these will be plotted on a data wall using the progressions showing all students are growing in their learning.</p>	<p>Self-assessment against the School Excellence framework shows the element of data skills and use-data analysis, data use in teaching, data use in planning is sustaining and growing.</p> <p>Data wall in writing was built to ensure professional teacher judgement and that consistency was occurring in every K-6 classroom. Student faces were applied to data cards with a sticker code to identify specific learning needs. Teachers moderated work samples to determine the level in which to plot their students. Teachers used the National Literacy Learning Progressions to support their judgement. Teachers have discussions in team meetings regarding student growth and move students on the data wall when applicable. This will continue in 2022.</p>

Strategic Direction 3: Supporting learning in a changing world

Purpose

To examine future focused learning practices as a school and to give greater attention to preparing students across all curriculum areas for today and tomorrow. This will be achieved through all stages of learning to enable moving ahead in critical thinking, the analysis of information and the making of connections through what is being taught and students' wider world. The school will use technology as a learning tool to further student opportunities and engagement.

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.

- Future focused learning
- Sustainability

Resources allocated to this strategic direction

School support allocation (principal support): \$18,070.29

6300: \$50,000.00

Professional learning: \$3,700.00

Socio-economic background: \$1,000.00

6101: \$71,450.00

P&C trivia night fundraiser: \$20,000.00

Summary of progress

In 2021 the school implemented:

- Principal support allocation to Business Manager (BM) was extremely successful with the BM managing many asset related issues for the Principal.
- Library renovation held up owing to COVID restrictions. Funds allocated to be expended in 2022.
- Technology upgrades delayed by COVID related supply issues. Funding to be re-allocated in 2022.
- CCT course and HPGE training initiated
- Naturescape and water fountains (6101 - \$61 849.80)

What has been the impact on students' future-focused learning this year? The use of RFF teacher teaching technology through a technology learning hub with a specialised teacher. Student developed specific skills and were ready to use google classroom during the learning from home Period.

What has been the impact of increased sustainability projects ? There was a greater pro activity in students and community in the need to care for our environment. This remains a priority for 2022 along with the Stephanie Alexander program.

What has been the impact of increased technology as a tool for learning? There was an increased confidence and student engagement with technology seen in remote learning.

In 2022 we will continue with the tech learning hub with a specialist teacher and tech/ library space, while in sustainability we are working towards using waste audits to identify projects including tree planting.

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
The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed.	Self-assessment against the School Excellence framework shows the element of learning and development- innovation and expertise to be delivering...-Teachers demonstrate currency of content knowledge and evidence based teaching practice in all their teaching areas. Technology and learning spaces are utilised to enhance student learning

<p>The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed.</p>	<p>Critical and creative thinking - working with Minds Wide Open for staff development next year and a refresher of the training completed in 2018. The training occurred in staff PL in term 2, with further training to take place in 2022.</p>
<p>Increase in the number of sustainability learning opportunities for students. (garden, composting, eco warriors, chicken crew, kitchen garden)</p>	<p>All completed, kitchen garden still in progress - proposal given to the Principal for 2022.</p> <p>The chicken crew continued with the purchase of a new chicken coop. This was installed and the students were involved in collecting eggs. The chicken went to the farm for most of Term 3 owing to COVID.</p> <p>All students were given the opportunity from their classes to be in the Eco Warriors and or the Chicken Crew. The Kitchen garden program was put on hold owing to COVID but plans have been made for 2022 with 4 staff attending a professional learning course via Zoom in term 4 to prepare for this in 2022.</p> <p>Classes continue to compost their crunch and sip waste on a daily basis.</p>
<p>Identify and baseline future focused learning opportunities featuring high engagement, student positivity, technology skill and innovation. as measured through student voice, community and staff surveys.</p>	<p>TTFM surveys around technology use and technology.</p> <p>Our future learning opportunities in the school when using the STEM kits on a regular basis in the technology hub eg Robotics kits, virtual reality and augmented reality are revised on an ongoing basis. Students are consulted as to their interest and engagement with the kits. Future bookings planned ahead of time to align with program requirements.</p>
<p>Audit and baseline Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology is effectively used to enhance learning and service delivery</p>	<p>Physical spaces such as the new seating and umbrellas are used as outdoor learning spaces by stage 3 classes. The new naturescape area is utilised well by K-2 classes for outdoor lessons and play.</p> <p>Technology usage is consistent in tech lessons in the learning hub.</p>
<p>Establish a baseline of the percentage of students who achieved the top 2 bands in naplan achieving higher than expected growth. in Naplan or PAT effect size .</p>	<p>In year 5 reading expected growth for HPGE students was identified for further focus as 14% achieved expected growth.</p> <p>In year 5 numeracy expected growth - 43% achieved expected growth.</p>
<p>Initiate new talent development programs (writing , maths, art)</p>	<p>Hlgh potential groups for writing and maths, art club for students with high level interest in art. These were very much enjoyed and the engagement levels were high as indicated through student voice. Writing was highly engaging with the services of a volunteer teacher assisting Mrs Both.</p>
<p>Increase the percentage of students with attendance above 90% of the time from 80.6% towards our lower bound target of 86.4% (upper bound 95.1%) Uplift = 3%</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 3.84% from our baseline; however, we have increased by 1.9% from 2019.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$58,478.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Caringbah 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"> • Differentiated learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in:</p> <p>Students who have been accurately assessed with programs planned for them. Students have been included in support groups where staff have specialised programs to meet particular needs in literacy eg Mini and Maclit. Students are well supported in their classrooms through the support of the School Learning Support Officers. The additional staff member assists the student/s as directed by the teacher.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue with the same assessment protocols as devised in our assessment schedule K-6. Continuation of support groups using the learning and support staff. Continuation of the use of expert SLSOs in the classrooms for specific students.</p>
<p>Socio-economic background</p> <p>\$18,121.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Caringbah 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"> • Differentiated learning • Future focused learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • professional development of staff through Toe to Toe to support student learning • professional development of staff through Critical and Creative thinking professional learning to support student learning <p>The allocation of this funding has resulted in:</p> <p>Specific learning and support programs being written, reviewed and implemented. Specific high potential programs being written and implemented for targeted students. PLASPS for individual being created. Students being engaged in their learning through these programs and some transference of skills into the classroom. 13 weeks of home learning impacted significantly.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Same as above - small group instruction, expert teacher used for small groups. Students assessed accurately for inclusion in groups.</p>

<p>Aboriginal background</p> <p>\$1,437.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Caringbah 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"> • Differentiated learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Staff who are familiar with aspects of Aboriginal culture and have a greater awareness and understanding of acknowledgements and local Dharawal traditions and identity. Students with individual PLPs created with families and staff to include cultural and school goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: As above. Continued work with Aboriginal consultants is planned for Term 2. This work will involved a personalised acknowledgment of country to be written with the students to be used at all school based events.</p>
<p>English language proficiency</p> <p>\$22,333.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Caringbah 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"> • Differentiated learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: Students receiving intensive support in appropriate language phases from a specialist teacher. Support is small group and in class.</p> <p>After evaluation, the next steps to support our students with this funding will be: As above as it is working. We are very pleased with the programs and staffing and as the structures of the school are set up with success, we will continue with the same model into 2022.</p>
<p>Low level adjustment for disability</p> <p>\$86,826.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Caringbah 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"> • Differentiated learning <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$86,826.00</p>	<p>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 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention Multilit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: An excellent learning and support program over 4 days at CPS where students are assessed accurately using the K-6 assessment schedule and are then placed appropriately in support groups for literacy and numeracy. A well run and efficient learning and support team where meetings are held to identify student need in various areas and to manage student need given the resources available.</p> <p>After evaluation, the next steps to support our students with this funding will be: As above as it is working very well. The processes and systems at CPS work well with consistency in staffing making it efficient and successful. We will therefore continue into 2022 with what has worked well in 2021.</p>
<p>Literacy and numeracy</p> <p>\$7,419.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Caringbah Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching - Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: The use of data days (1/2 day each) for all staff twice a term to work together in stage teams to analyse results of assessments and to plan for future learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with the use of the staffing for data days as these support the staff in being able to inform practice in numeracy and to plan the programs which align with the scope and sequence for mathematics.</p>
<p>QTSS release</p> <p>\$64,692.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Caringbah 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"> • Differentiated learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff

<p>QTSS release</p> <p>\$64,692.00</p>	<p>The allocation of this funding has resulted in: The allowance of a fulltime DP IL to support all staff K-6 through lessons observations, demonstrations, feedback sessions. The DP IL has supported the other IL staff one / day / week and have significantly supported staff through semester 2 where the school was involved with remoted learning. Students were also onsite so this period of 13 weeks was a challenging time where the DP really provided more operational support owing to need than IL support in the second part of the year. She was however heavily involved in the preparation of the assessment schedule K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: The funding in 2022 will be used to fund 3 x teachers on one day to continue the excellent IL program but only on the one day with the support also of a school based literacy specialist.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Caringbah Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: Targeted support in the development of numeracy programs in week blocks owing to the support and guidance of the DP IL. Professional learning for staff has enhanced their ability to program effectively using big ideas in number and rich tasks. Staff have been upskilled.</p> <p>After evaluation, the next steps to support our students with this funding will be: Have 3 one day per week IL staff to work with teachers and stages in particular areas in numeracy in the second half of 2022. These staff will contribute to stage teams and offer professional learning as well as demonstration lessons with observations and feedback sessions also.</p>
<p>COVID ILSP</p> <p>\$50,200.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</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 staff to provide online tuition to student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: Student consistency in small groups even in 13 weeks of lockdown semester 2. Students who have made progress in their literacy learning through Minilit and Maclit groups. Targeted support for students through</p>

COVID ILSP \$50,200.00	intensive programs which are evidence based. After evaluation, the next steps to support our students with this funding will be: As above as the programs work very well.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	142	147	171	176
Girls	110	127	145	147

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.4	95.1	96.5	95.2
1	94.9	95.6	95.8	94.5
2	94	94.3	96.7	94.5
3	95.9	95.8	96.3	93
4	93.3	94.7	94.2	93.9
5	95.5	92.5	94.2	92.1
6	93.1	92.9	95	91.2
All Years	94.5	94.4	95.7	93.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 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 has 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.

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)	4
Classroom Teacher(s)	15
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.82

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	533,663
Revenue	3,967,214
Appropriation	3,862,210
Sale of Goods and Services	1,576
Grants and contributions	102,114
Investment income	514
Other revenue	800
Expenses	-4,063,435
Employee related	-3,635,323
Operating expenses	-428,113
Surplus / deficit for the year	-96,221
Closing Balance	437,442

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.

	2021 SBAR Adjustments (\$)
Targeted Total	58,478
Equity Total	127,701
Equity - Aboriginal	1,421
Equity - Socio-economic	17,121
Equity - Language	22,333
Equity - Disability	86,825
Base Total	3,218,506
Base - Per Capita	82,139
Base - Location	0
Base - Other	3,136,366
Other Total	326,072
Grand Total	3,730,756

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Results of the student Tell them from me surveys indicate:

Students

In 2021 students in Years 4-6 were surveyed twice using the Tell them from me Student Outcomes and School Climate survey.

Advocacy at School and *Expectations for Success* were school strengths while *Sense of Belonging* (75% compared to state norm 81%) has decreased, possibly due to remote learning and students saying they did not feel connected. This is an area for future focus.

The survey showed that while *Effort* was above state norms students rated that *Interest and Motivation* were an area for support. *Explicit teaching and feedback*, a school priority in the plan, is on state norms where students noted that teachers set clear goals for learning, establish expectations and check for understanding and feedback. 83% of students were proud of their school and there were no negative responses on this measure.

An area of school strength were the high levels of:

Perseverance

Mean responses where students pursue their goals to completion even when faced with obstacles were 7% above state norms for boys.

Positive growth orientation Students in Year 4 set challenging goals for themselves in their schoolwork and aim to do their best, with the average being higher than the government norm. Boys appears to set higher goals for themselves than girls, so this is something we will look at in 2022.

School pride

83% of students strongly agree or agree that they feel proud of their school.

During learning From home students identified school strengths in receiving feedback, and the resources provided while their responses showed that they did not feel connected. The school added its own custom measures "When you need help at school what are some of the things you do? The majority of students responded that they "deal with problems by myself". The school also asked "The technology usage at school I enjoy is" where laptops in classrooms was identified as important by the overwhelming majority of students.

Parent satisfaction Survey

Parents were consulted in Parents and Citizens meetings in Terms 1-2 2022 about the impact of 2021 on their children and the resultant learning and academic progress. Overall the responses indicated that parents were disappointed with the limited opportunities as a result of COVID restrictions; however, they were very appreciative of the learning packs and interaction received for their students during the period of home learning. They missed the onsite interactions with staff and one another which were not possible but they were happy with the options provided during remote learning and the manner in which communication occurred.

Teacher Satisfaction Survey

In reflecting on 2021, teachers said that positive aspects were the success of the K-2 Initialit program even with the 13 weeks of home learning, they felt that staff really supported each other very well in coming together whether at school or when working from home. Remote learning also ensured strong connections with families were supported. Online platforms were learnt and confidence grew with these. Teachers did feel though that there could have been more preparation for staff in going onto a different year group towards the end of the year and were disappointed that fun events / activities were not possible in term 4.

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.