

Carlingford Public School Annual Report



2018



7302

Introduction

The Annual Report for **2018** is provided to the community of Carlingford Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school 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.

Neil Hinton

Principal

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Message from the Principal

Our school is a wonderful example of the strong and effective partnership between school and community. It is a school where all stakeholders work harmoniously and collaboratively to achieve the best possible outcomes for every child.

The school continues to enjoy a well deserved reputation for academic achievement, obtaining outstanding NAPLAN results, performing well above state, regional, similar and surrounding schools in Literacy and Numeracy.

We have a well balanced mix of highly experienced and recently appointed teaching staff who work tirelessly for their students. Our quality, well balanced curriculum focuses on providing challenging learning programs that promote high achievement in all areas for all students. In addition to highly successful literacy and numeracy programs, the school boasts a strong reputation in the creative and performing arts, digital technologies and sport.

Carlingford Public School values respect, responsibility, honesty and students striving to achieve their personal best. We actively celebrate these values and student success in a wide array of forums and means of communication. This year our school embarked on it's 'Positive Behaviour for Learning' (PBL) journey. The foundation of PBL at Carlingford Public School are built around the three central themes of students being considerate, persistent and safe.

2018 saw the commencement of our 2018 – 20 School Plan, with our school vision of 'Equity and Excellence for all students'. Our vision statement translates into a school providing a safe, respectful and supportive environment, with every student reaching their potential through active and engaged learning. Students become lifelong learners, able to apply their knowledge, skills and understanding, to solve problems and respond appropriately in new and unfamiliar situations.

The three strategic directions driving our school plan are;

1. Engaging Personalised Learning
2. Future Focused Learning
3. Whole School Wellbeing

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

2018 saw the announcement of a major upgrade of facilities, with a three storey building comprising of a hall, twenty classrooms and shared learning spaces being presented to the Carlingford Public School community. Many planning meetings were held with project managers, school executive, teaching staff and community representatives to ensure

delivery of a product that ensures 'state of the art' future focused learning facilities that foster best pedagogical practice.

Along with outstanding academic results, our students excelled in many areas throughout 2018. On the sporting field our school took out first place in Zone Swimming, Cross Country and Athletics carnivals with many of our PSSA teams being crowned Zone Premiers.

Our Dance program produced wonderful results with our Junior, 3 / 4 and Senior dance groups taking out first, second and third placings at the highly prestigious Ryde Eisteddfod and the Hills Dance Spectacular.

The Parents and Citizens' Association has been a great support to our students and staff throughout 2018. The P&C have worked tirelessly to raise money for the school, providing resources and opportunities for our students to improve learning outcomes. Funds from fundraising and P&C Donations went towards expanding the school technology program, upgrading library furniture and shelving, shade shelters, new musical instruments and student travel to representative events. A review of major projects is planned for 2019 with extensive playground upgrades being planned. The school community is very grateful for their generous hospitality at many social occasions creating such a welcoming environment for our school community. The P&C is a wonderful asset our school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development. It is with great pleasure and pride that I present the Carlingford Public School 2018 Annual School Report.

Neil Hinton – Principal

Message from the school community

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

- encouraging parent participation in the school curriculum;
- developing and maintaining good communication between families and the school;
- providing essential financial support when needed for facilities, equipment, classroom resources and playground/sporting equipment; and
- contributing to the development, implementation and evaluation of school policy.

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

Our school Canteen provides students with healthy food choices, in line with the Healthy School Canteen requirements of the NSW Department of Education as well as providing families with much needed take away lunch options. In 2018 we increased to 4 days trading and implemented the QKR online ordering system for lunch orders. 2019 will commence with the canteen trading Monday, Tuesday, Thursday and Friday each week and we will work towards trading five days per week. Our canteen would not be able to sustain its operations without the assistance of our volunteers.

Our School executive and community have determined that we want our children to wear a uniform. Our Uniform Shop volunteers contribute many hours of hard work to make a quality uniform available to our families. Online sales, shopfront hours, individual booking times for new families, and sales during Kindergarten Transition provide our community with shopping convenience.

At the end of 2018 Key Music Australia joined us to enhance the band experience in our school. Students from years 3 to 6 wishing to learn an instrument can undertake group or private lessons before or after school and depending on ability can participate in our Training or Performance bands. The outlook for 2019 is increased numbers in our Training and Performance Bands, we are excited at what this new program will bring to our school.

Our fundraising activities support the growing financial needs of our school as well as contributing to the social network of the school community. Activities that bring the community together for fun are invaluable. Profits from the Canteen, Uniform Shop, Fundraising and P&C Voluntary Contributions went towards expanding the school technology program, upgrading our library furniture, new musical instruments, student travel to representative events and new gazebos for outdoor and sporting activities.

In 2019 the P&C will continue to support the school's need for resources as well as contribute to projects related to the new school building construction. All P&C activities are focused on enriching the education experience of our children. We are fortunate at Carlingford Public School to have families that are excited to be involved with the P&C and great

staff who always welcome our contributions. We look forward to a productive 2019.

Trudy Mendis

P&C President

Message from the students

The students at Carlingford Public School are represented and supported by our Student Leadership Team, consisting of the Student Representative Council (SRC), run by Mrs Murray and Miss Pires, and the Prefects, supported by Miss Pires. The Prefects and Student Representative Council (SRC) had a great year raising money and awareness for various charities in our community and organising fun events. The SRC and Prefects had meetings to discuss the charities and events they would like the school to support. We spent many hours making posters, brainstorming ideas and organising the SRC reports and messages to be presented at assemblies.

This year, the Prefects continued to attend the series of Leadership Days organised within our Cumberland Community of Schools. This allowed us to work on leadership, teamwork, creative thinking and problem solving.

We have continued to run 3 – 6 assemblies. This gave us the opportunity to write and deliver school reports, make announcements and assist in the behind the scenes set up of assemblies.

Our Leadership Team supported a number of charities during the year, including our most successful campaign to date, 'Fiver for a Farmer', where we raised over \$2000 to help farmers living in severe drought.

As part of the school's ongoing commitment to leadership, we invited ex-students, including Prefects and SRC Representatives, to return to our school for a day and provide advice and guidance to our year 6 students entering high school in 2019. This allowed high school students in the local community the opportunity to continue developing their leadership skills, while modelling to our own students the value of young leaders in our community.

Our Leadership Team were a hardworking group of students who gave up their time to make the school a better place and give all children a voice within the school. Every child was encouraged to participate in the events organised by the SRC and to make the school a safe, happy and fun place to be.

Our 2018 Leadership Team were:

Prefects: Malik Amin, Julianne Chuah, Lauren Lubrano, Miles O'Keefe, Jasmin Petersen, Oliver Shailis

Coordinator: Miss Pires

SRC: James Callagher (1/2N), Neo Parlevliet (2B), Katrina Tang (2E), Sarra Clowes (2J), Jackson Hodges (2K), Stella Shailis (3E), Lucas Murphy (3M), Vincent Bao (3N), Hain Song (3/4B), Nicole Scholten (3/4B), Sofia Dodds (4R), Emilia Cyrzyk (4S), Taj Gihwala (4Y), Adrian Lee (5/6B), Christy Ju (5/6B), Alice Xu (5/6M), Dino Adhikari (5/6M), Adrita Zaman (5/6P), Miguel Sison (5/6P), Zoe Stephen (5/6R), Darren Nguyen (5/6R), Alessia Sultana (5/6W), Ahad Syed (5/6W)

Coordinator: Mrs Murray and Miss Pires

School background

School vision statement

Equity and Excellence' for all students

Our school will provide a safe, respectful and supportive environment where every student will reach their potential through active and engaged learning. Our students will become lifelong learners who are able to apply their knowledge, skills and understanding, to solve problems and respond appropriately in new and unfamiliar situations.

School context

Carlingford Public School is a school with more than 130 years of history and tradition in providing quality education to the children from the Carlingford and surrounding districts of North Western Sydney.

Carlingford is a caring, community school that provides outstanding personal development and self-esteem programs, comprehensive student welfare policies and holding high expectations of all students. The core business of the school is to ensure that learning outcomes are maximized for all students, achieved in a stimulating safe and happy environment.

Our school currently has 775 students distributed across 31 classes. Students come from a diverse population with 89% from a non – English speaking background. Between these students, 50 language speaking backgrounds are represented, the five highest being Mandarin, Cantonese, Korean, Sinhalese and Urdu.

School enrolment numbers are expected to increase in the next few years as there are a large number of medium density housing projects being constructed in close proximity to the school. In 2017, the NSW State Government announced that a multi – million dollar facility upgrade would take place at Carlingford Public School in the form of three storey building comprising of a hall, twenty classrooms and shared learning spaces. Construction commenced in 2018 with completion expected by the end of 2019. At the commencement of 2020, the Administration building will be refurbished.

Carlingford Public School has a highly dedicated staff that consistently focuses on providing quality educational programs. Excellence is promoted across all areas of the curriculum and emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students.

The school is a member of the Cumberland Community Connections (CCC) Learning Community and participates in professional learning activities, designed to enhance teacher and leadership capacity and strengthen student outcomes.

We enjoy a very supportive community, with parents being actively involved in their children's education and the schools' planning process. Our P&C provides strong support to the students and staff.

The school is committed to continuous improvement in teaching and learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in all three domains the school's self-assessment was consistent with the evidence presented and was validated using the School Excellence Framework.

Learning Domain: *Sustaining and Growing*

Carlingford Public School has a learning culture where partnerships with parents and students demonstrate a commitment to all students making learning progress. Relationships with all stakeholders are highly valued and educators hold high expectations of each other, the students and the wider school community. School programs are

supported and enhanced by community participation and through links with external providers. Strong transition programs establish active partnerships and promote continuity of learning. Student academic achievement and collaborative programming has been highlighted across the school as a high priority by the leadership team. Teaching and learning programs utilise cloud based storage systems that demonstrate differentiation of the curriculum. This is underpinned by well-developed evidence based programs and assessment that supports individual student learning needs and continuous improvement. Teachers use assessment as a tool that guides learning and to share an explicit criteria for assessment. Formative and summative assessments through the use of Learning Intention Success Criteria, 'Bump It Up Walls' and 'Assessment of' learning tasks create opportunities for students to receive feedback on their learning. Explicit processes, regular collection and collaborative analysis of data ensure school reporting is accurate and consistent. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. Value added measures on NAPLAN over the past 7 years demonstrate significant above average achievement.

Teaching Domain: *Sustaining & Growing*

Carlingford Public School teachers are committed to developing their skills to identify, understand and implement the most effective explicit evidence-based pedagogies. Teachers collaborate to create teaching and learning programs that utilise explicit teaching pedagogies based on modelled, guided and independent teaching practices. School executive and mentors work closely with classroom teachers to enhance classroom practice ensuring the implementation of evidence-based, future focused pedagogies. Carlingford Public School has improved the collection, analysis and use of student progress and achievement data to underpin support practices across the school. Teachers review student assessment data to build consistent and comparable judgment of student learning and to derive learning goals with students. A climate of high expectations has resulted in staff taking responsibility for the development and maintenance of their own professional practice and conduct. Teachers' Professional Development Plans are supported by a coordinated whole school approach with planning in place to build capabilities, including formal mentoring processes that support aspiring leaders and improve student learning outcomes. The school identifies expertise within its staff and draws on this to further develop our professional learning community.

Leading Domain: *Sustaining & Growing*

At Carlingford Public School the school leadership team models a culture of high expectations and community engagement to support whole school improvement. Senior executive of the school demonstrate instructional leadership in their areas of expertise. Evidence-based teaching practices help to build a strong focus on improving teaching and learning across the school. The leadership team employs clear processes with accompanying timelines and milestones to guide school activity towards the effective implementation of the school plan. The school's committee structure is aligned to the three strategic directions and staff are actively involved in the continuous improvement of the school. Resources are strategically and purposefully utilised with long-term financial planning integrated as a school wide priority to achieve improved student outcomes and high quality service delivery. The leadership team creates a culture of shared accountability to achieve organisational best practice. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology specialist staff and a wide range of digital technologies actively support learning, are readily available and integrated into lessons by teachers. Streamlined, flexible processes exist to deliver services and information and to support parental engagement. Parents and staff discuss processes and practices that are responsive to local context and need during regular P&C meetings. Parents are also connected to information about their child's learning through the Class Dojo Communication Program. The school is committed to making informed choices and adopts administrative evidence-based management practices and processes to support ongoing school improvement.

Our self-assessment and the external validation process will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

Engaging, Personalised Learning

Purpose

Teachers will effectively implement quality teaching practices to deliver a challenging, differentiated and engaging curriculum for all students.

Overall summary of progress

During 2018 the use of Learning Intention Success Criteria (LISC) for English and Mathematics were evident across all K to 6 classrooms. This supported personalised learning and the differentiation of classroom programs. 'Learning Walks' by teachers demonstrated exemplars of quality LISC and provided a consistent and systematic approach to support student achievement across the school. Consistent Teacher Judgement sessions began to be a part of stage based meetings where staff explored student success against outcomes in Writing and Number. Formative Assessment strategies started to become apart of daily classroom practices to support Assessment 'for', Assessment 'as' and Assessment 'of' learning. The school began to develop a systematic process for using Formative Assessment practices for student work.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students demonstrating expected growth in literacy and numeracy against the learning progressions.	<p>\$5,000</p> <p>Casual teacher relief for Executive staff to attend Professional Learning on the Literacy and Numeracy Progressions, Best Start and Plan 2.</p> <p>\$20,000</p> <p>English teaching resources purchased to support differentiated teaching practice. Including \$15,000 of Guided Readers placed in all K to 2 classrooms.</p> <p>\$5000</p> <p>Mathematics teaching resources purchased to support differentiated teaching practice. All K to 6 classrooms have an extensive range of hands on materials.</p>	<p>Teachers participated in introductory Professional Learning Sessions on the Literacy and Numeracy progressions.</p> <p>Kindergarten Teachers participated in Professional Learning Sessions for Best Start and Plan 2.</p>
100% of teachers communicating Learning Intentions and Success Criteria of lessons to students.	\$2000 to release classroom teachers to complete 'Learning Walks'.	Classroom Teachers from each stage completed 'Learning Walks' to showcase the exemplars of LISC across all K to 6 classrooms. Presentations were presented to all staff during professional development sessions.
Classroom programs indicating that 100% of teachers are employing systematic assessment practices and using the data to initiate student growth.	\$5,000	<p>Consistent Teacher judgement meetings where stage based teams of teachers explored student success and achievement against outcomes in Writing and Number.</p> <p>Stage based teams of teachers began to explore a</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Classroom programs indicating that 100% of teachers are employing systematic assessment practices and using the data to initiate student growth.	assessment.	range of Formative Assessment strategies to support Assessment for, Assessment as and Assessment of learning. The school began to develop a systematic process from using Formative Assessment practices for student work. Stage teams began to trial the use of Microsoft OneNote to create collaborative teaching and learning programs underpinned by stage based assessment opportunities.

Next Steps

Next steps to support the achievement of Engaging, Personalised Learning at Carlingford Public School include:

- Finalisation of systematic process for using Formative Assessment practices for student work including the development of whole school procedure for booking marking which focuses on reflective feedback linked to the LISC.
- Development of Stage based Assessment Schedules through collaborative practices linked to NSW Syllabus outcomes and Assessment and Reporting Policy.
- Continuation of 'Learning Walks' with an emphasis on Formative Assessment practices, supported by Professional Learning sessions on Formative Assessment strategies to support Assessment 'as', 'of' and 'for' learning.

Strategic Direction 2

Future Focused Learning

Purpose

Students will engage in purposeful, real-word projects, that foster critical and creative inquiry capabilities within flexible learning spaces.

Overall summary of progress

Carlingford Public School is a place where teachers are supported to trial innovative and evidence based, future-focused practices in order to ensure student engagement and achievement. Throughout 2018, teachers were supported to deepen their understanding of the benefits of flexible learning spaces. Staff engaged with Educational Facility Planner Peter Lippman, to redesign existing classrooms and plan for the design of the learning spaces in the school's facility upgrade. Furthermore, teachers were supported by colleagues through visits to other schools to observe the use of a range of flexible learning environments. Teachers in Stage 1 and the EAL/D team have trialled new furniture specifically designed to allow greater collaboration among students, and more flexible use of learning spaces.

After professional learning, research and the trialling of different furniture items, new furniture sets have been ordered for three classrooms across Kindergarten – Year 2.

Building on the introduction of critical and creative thinking skills across the school in 2017, teachers K–6 have been supported to integrate opportunities to develop these skills in students through a focus on the habits of critical and creative thinkers. Introduction of Disposition Awards has helped to reinforce student demonstration of the focus Dispositions. Stage 1 teachers trialled use of Project Based Learning, to allow students to utilise the creative and critical thinking skills taught and achieve learning outcomes in engaging and purposeful learning experiences.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers have evidence of critical and creative thinking initiatives in their programs.	\$1000 Professional learning provided to staff in utilising the critical and creative dispositions in teaching and learning programs. \$1500 Creation of critical and creative thinking disposition awards.	Staff are utilising the critical and creative dispositions as common language linked to the school merit system. Some staff have evidence of critical and creative thinking initiatives in their programs.
100% of teachers have flexible learning spaces established in their classrooms that embed evidence based pedagogies.	\$30,000 Flexible future focused furniture purchased for school library; including new shelving and genrefication of library with new signage. This also included consultation with Kevin Henna library consultant. \$14,000 Flexible future focused furniture purchased for EAL/D classroom.	To support the transition to the new build in 2020, 3 out of the 11 existing classrooms were upgraded to flexible future focused furniture. 2 whole school spaces including the school library and EAL/D room were also upgraded.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers have flexible learning spaces established in their classrooms that embed evidence based pedagogies.	\$10,000 3 trial classrooms across Early Stage 1 and Stage 1 established using flexible future focused furniture supported by DoE demountable classroom future focused model.	To support the transition to the new build in 2020, 3 out of the 11 existing classrooms were upgraded to flexible future focused furniture. 2 whole school spaces including the school library and EAL/D room were also upgraded.

Next Steps

- Throughout 2019, our focus will be preparation for the move into the new learning spaces that will open in 2020. Existing permanent classroom spaces will be updated through the purchase of new furniture, with a focus on student collaboration, and flexibility of learning spaces.
- The school will move towards an increase in Project Based Learning experiences for students, with authentic integration of ICT. The Minds Wide Open 'Thinking Hats' will be incorporated into the design process for PBL experiences. Staff will review the available resources to incorporate this process into their programs. It is further hoped that co-operative teaching (Years 3–6) in the Library can be integrated into the units of work with a Project Based focus. This will provide a more collaborative and supportive environment to develop and unpack the design process for students.
- In order to develop teachers' confidence in the use of technology within their classrooms, an Instructional Leader will be made available.

Strategic Direction 3

Whole School Wellbeing

Purpose

All stakeholders will uphold consistent expectations that develop students resilience, self-esteem and aspirational growth.

Overall summary of progress

The wellbeing of all students at Carlingford Public School is at the forefront of all decision-making. The school community share a common vision where:

'All stakeholders are proactive in enhancing wellbeing and academic achievement through lifelong learning. Everyone. Everywhere. Everytime.'

In 2018, Carlingford Public School began the Positive Behaviour for Learning (PBL) journey. This initiative was established to create a consistent teacher approach to the management of student behaviour and expectations.

A PBL committee, consisting of 5 classroom teachers, ranging from early career teachers to experienced teachers was formed. This committee was the driving force behind the implementation of the PBL initiatives across the school. The PBL initiative has the support of the principal, executive team, teaching staff and school community.

Our PBL journey led to the implementation of our three school wide expectations: Considerate, Persistent and Safe. These expectations have been used to create the school's behaviour matrix. This matrix informs students and teachers of the expected behaviour in the different settings around our school.

The committee led the refinement of our reward system. A free and frequent reward was developed and aligned to our three school wide behaviour expectations. These 'CARLO' rewards are distributed by teachers at all contexts outside of the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All stakeholders have had an opportunity to evaluate school practices, procedures and priorities that support student wellbeing.	PBL training sessions. Five teachers to attend three Professional Learning sessions \$7,500	At the beginning of 2018 (Pre PBL) all staff completed a survey to evaluate their knowledge of our school's procedures and policies and identify their views on our current student behaviour. The results from the survey indicated that teachers felt the procedures were outdated with the increase of the school population and expectations of student behaviour was unclear.
All students are active participants in school wide initiatives that increase resilience and self-esteem and, promote aspirational growth.	PBL committee creation of lessons and Behaviour Matrix. PBL Planning day \$2,500	Students began to participate in weekly PBL lessons (created by the PBL committee). These lessons focused on teaching students the school wide expectations through engaging, meaningful and positive lessons. Once student understanding was established, lessons moved to using their knowledge of the expectations to teaching how these expectations looked in the different contexts throughout the school. K – 6 Peer Support lessons promoted positive friendships
100% of staff have consistent expectations, follow procedures and consequences of the	P&C supporting CARLO implementation by rewarding three students a	All staff members collaboratively created the school's Statement of Purpose and the three behaviour expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
updated school wellbeing policy.	week with an ice block from the canteen. \$500	Refinement of reward system to now include CARLOS. These rewards, Considerate (blue), Persistent (green) and Safe (yellow) have replaced the wombat points and playground pals. These rewards are given out at all contexts outside of the classroom environment. Staff are promoting positive behaviour and encouraging school wide expectations through the use of our CARLOS. 100% of staff are supportive of and implementing the three school wide expectations and using the behaviour matrix.

Next Steps

Carlingford Public School will continue along the PBL path to ensure we have a consistent teacher approach of our expectations, while supporting the wellbeing needs of all students. This will ensure we continue to build a positive school community within a safe and supportive learning environment to maximise student outcomes.

PBL committee goals include:

- The implementation of the Minor and Major Flowchart.
- Refinement of behaviour incident handling in the playground.
- Tracking and data collection of negative behaviour incidences to support the continued implementation of weekly PBL lessons.
- Review of the school well being policy.
- Peer Support program to focus on resilience.
- Tracking negative incidence on Sentral.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1963	We have four students who identify as Aboriginal and Torres Strait Islander background. Funding was used to develop Personalised Learning Pathways and set goals in collaboration with families. School Learning Support Officers (SLSO) were employed to ensure equity to access resources and learning experiences.
English language proficiency	\$365,819 The majority of these funds were used to employ three full time and three part time EAL/D teachers.	Funding was used to deliver Professional Learning opportunities for all staff to further develop their understanding and ability to phase students against the English as an Additional Language and/or Dialect (EAL/D) learning progressions. Classroom teachers were highly supported through an in class shoulder to shoulder approach by the team of EAL/D teachers. Each EAL/D teacher supported Stage or Grade based groups of students. There were a total of 288 students who received EAL/D support.
Low level adjustment for disability	\$86,894	Funding was used to employ a Learning and Support Teacher (LAST) two and half days per week. The LAST teacher worked with students across the school require additional support in Literacy and Numeracy. SLSO were also employed to support students with additional needs in Literacy and Numeracy.
Quality Teaching, Successful Students (QTSS)	\$105,675	QTSS funding was used to release three Assistant Principal's off class one day per week throughout the year. Assistant Principals used this release from face to face teaching day to mentor and support teams of teachers, plan and deliver Professional Learning, and manage stage and whole school based responsibilities including Strategic Directions.
Socio-economic background	\$11,741	Funds were used to provide time for teachers to collaboratively plan and implement Individualised Learning Plans for targeted students. Funds were also used to assist families requiring financial assistance for educational expense including uniforms and school activities.
Support for beginning teachers	\$36,560	Beginning Teachers Support Funding is provided to schools to support the early career teacher's induction and professional development guided by the Australian Professional Standards for Teachers. Mentoring structures and collaborative practices support beginning teachers within the school. Early career teachers also had access to professional learning that focused on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.
Targeted student support for refugees and new arrivals	\$2,738 – Refugee Student Support	Funds were used to employ an additional full time EAL/D teacher for the year. Funds were also used to purchase additional resources to

<p>Targeted student support for refugees and new arrivals</p>	<p>New Arrivals Support – Full time EAL/D teacher for the year.</p> <p>\$14,000 – Community Funds</p>	<p>support refugee and new arrival students. Additional community funds contributed to an upgrade of the EAL/D teaching space to a future focused learning environment.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	205	259	344	366
Girls	209	245	301	351

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.9	97	96	94.4
1	96.5	95.6	94.7	95
2	96.3	96.3	95.8	94.1
3	94.7	96.6	95.8	95.4
4	96	96.3	96.7	95.7
5	96	97.8	96.1	93.6
6	96.4	93.4	96.2	94.7
All Years	96	96.2	95.9	94.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student non-attendance is managed through the monitoring of daily roll attendance by classroom teachers. Reports are made to the school executive of patterns of non-attendance (without written explanation) which may lead to follow up by the regional Home School Liaison Officer (HSLO). Roll checks were conducted with the HSLO and Deputy Principal twice a term to further support this process.

Class sizes

Class	Total
K YELLOW	21
K BLUE	21
K RED	21
K PURPLE	21
K ORANGE	21
K GREEN	22
1 BLUE	23
1 YELLOW	21
1 RED	23
1 PURPLE	22
1 GREEN	22
1/2 ORANGE	24
2 YELLOW	24
2 RED	24
2 PURPLE	23
2 BLUE	24
3/4 PURPLE	30
3 YELLOW	27
3 RED	27
3 BLUE	26
4 YELLOW	28
4 RED	27
4 BLUE	26
5/6 GREEN	33
5/6 BLUE	33
5/6 RED	32
5/6 PURPLE	34
5/6 ORANGE	32

Structure of classes

In 2018, we had twenty eight classes. Sixteen of these were K – 2 classes and twelve grades 3 – 6. Of our twenty eight classes, twenty two were straight, with all six Stage 3 classes being composites. This structure is through choice, not necessity. The five composite classes allow Stage 3 classes to be better catered for socially and academically.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	27.48
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	3.2
School Administration and Support Staff	4.47

*Full Time Equivalent

Of the 45 teaching staff, we have one teacher who has an Aboriginal background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

Professional learning and teacher accreditation

All staff were involved in over 80 hours of professional learning throughout 2018. The majority of professional learning was linked to the implementation of the strategic directions, and associated projects of our 2018 – 20 School Plan

1. Engaging Personalised Learning
2. Future Focused Learning
3. Whole School Wellbeing

Professional Learning covered during our staff development days is listed below.

STAFF DEVELOPMENT DAYS – 2018

Term 1

- 2018 – 20 School Plan
- DoE 2018 – 20 Strategic Plan
- Code of Conduct
- Child Protection

Term 2

- Future Focused Learners and flexible learning spaces with Peter Lippman
- External Validation and School Excellence Framework
- Positive Behaviour for Learning

Term 3

- Cumberland Learning Community joint Staff Development Day (15 schools at Carlingford West P.S.)
- 'Responding to Change' and 'Creating Innovators'.

Term 4

Staff attended 'Twilight' sessions throughout Term 3 & 4. Sessions attended by our staff included

- STEM based teaching
- Digital learners
- Coding in the classroom
- Effective feedback
- Robotics
- The writing process
- Supporting students with Autism
- Gifted and Talented students
- Using Technology in teaching and learning

PROFESSIONAL LEARNING STAFF MEETINGS – 2018

One afternoon per week was also allocated to Teacher Professional Learning sessions. An overview of the years meetings are given below.

Term 1

- Code of Conduct
- Child Protection
- EAL/D Learning progressions
- Individualised Learning Plans
- Critical & creative thinking – dispositions and hats

Term 2

- External Validation / School Excellence Framework
- Effective assessment
- Microsoft One Note & Teams
- Critical and Creative Thinking
- 'Bump it Up Walls'
- Strategic Directions – Milestone evaluation

Term 3

- Positive Behaviour for Learning
- Differentiating Numeracy
- Showbie
- CPR and Anaphylaxis
- Science and Technology Syllabus

Term 4

- School Plan review
- Assessment and Reporting
- Science and Technology Syllabus
- Co-operative planning and teaching – Library model
- Quality Assessment
- Critical and Creative Thinking
- School Plan – where to next 2018 – 2020

As the majority of Teacher Professional Learning was delivered by DoE staff and by DoE video conference, much of our professional learning was at no cost to the school. The entire \$50,919 TPL funds allocated to the school in 2018 was spent. This equates to approximately \$900 per teacher.

As a member of the 'Cumberland Learning Community' Carlingford Public School helped plan a joint staff development day for over fifteen schools. The day had a number of keynote speakers, focusing on 'responding to change' and 'creating innovators'. Teachers also had the opportunity to attend a number of workshop sessions including computational thinking 'how do we get the best out of our students', Autism, behavioural management, educating 'screenagers', coding and 3D printing.

Our school also engaged the services of Peter Lippman, an educational architect who has designed schools throughout the world. His expertise in flexible learning spaces was invaluable for our staff when considering what our classrooms would look like in the upcoming facility upgrade. Peter presented a number of whole school professional learning sessions. Over two

additional days, Peter visited every classroom in the school, re-designing learning spaces with input from students and the teacher.

New Scheme Teachers

Of our 45 permanent / temporary teaching staff, seventeen permanent teachers are new scheme teachers, while another six temporary teachers fall into this category.

At the beginning of the year, sixteen of the twenty three teachers had successfully achieved accreditation with the NSW Education Standards Authority. Through continual Professional Learning, these teachers are maintaining accreditation at Proficient status. During 2018 another four of our new scheme teachers successfully achieved accreditation. During 2018, we had two staff seeking voluntary accreditation at Highly Accomplished or Lead Teacher status. In 2019, another three teachers will submit evidence to the NSW Education Standards Authority seeking accreditation.

Beginning Teachers

Last year two of our permanent teachers received the second and final year of their funding of \$4,063 each. One of temporary teachers on a full year contract received \$13,450 in funding.

These funds were used,

- To attend professional learning courses targeted at early career teachers.
- To release early career teachers & their mentors off class to formulate programs, formulate 'Professional Development Plans' and discuss assessment and reporting practices.
- To observe examples of best practice within the classrooms of their peers.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	505,128
Revenue	6,218,106
Appropriation	5,678,656
Sale of Goods and Services	14,403
Grants and Contributions	501,786
Gain and Loss	0
Other Revenue	12,918
Investment Income	10,342
Expenses	-5,714,319
Recurrent Expenses	-5,723,401
Employee Related	-5,078,316
Operating Expenses	-645,085
Capital Expenses	9,082
Employee Related	0
Operating Expenses	9,082
SURPLUS / DEFICIT FOR THE YEAR	503,787
Balance Carried Forward	1,008,915

This year we are carrying forward more funds than previous years. Major projects are currently 'on hold' as we wait to see what is included in our \$20 million facility upgrade. Once revealed what landscaping and play areas are included, we will then be able to proceed with upgrades to the school including a new COLA and 3 – 6 play area.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	4,594,976
Base Per Capita	124,723
Base Location	0
Other Base	4,470,253
Equity Total	466,417
Equity Aboriginal	1,963
Equity Socio economic	11,741
Equity Language	365,819
Equity Disability	86,894
Targeted Total	79,281
Other Total	150,871
Grand Total	5,291,545

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN – Yr 3 Literacy

Our Year 3 Literacy results were outstanding.

For Reading, 46% of our Year 3 students were placed in the top band, with 71% of students were achieving in the top two bands. This is consistent with the school's average over the past three years. Our results are significantly higher than the state average of 51%, and consistent with the similar school groups average of 72%.

For Year 3 Writing 72% of our students were achieving in the top two bands. Our results are significantly higher than the state average of 46%, and the similar school groups average of 63%.

In Grammar and Punctuation, 60% of our Year 3 students were placed in the top band, with 72% being placed in the top two. Our percentage of students in the top two bands compares favourably to the state average of 47% and similar school groups of 70%.

In Year 3 Spelling, 55% of students were placed in the top band, with 80% in the top two. This percentage of students compares favourably to the state average of 50%, and the similar school group average of 66%.

NAPLAN – Yr 5 Literacy

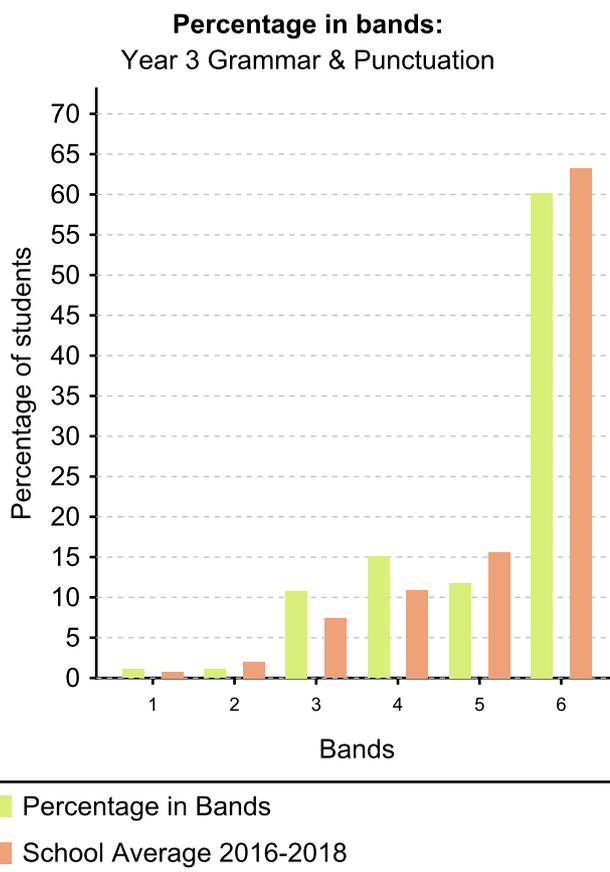
For Reading, 40% of our Year 5 students were placed in the top two bands. This percentage is above the state average of 36%.

For Year 5 Writing 32% of our students were achieving in the top two bands. This percentage of students compares favourably to the state average of 15%, and the similar school group average of 26%.

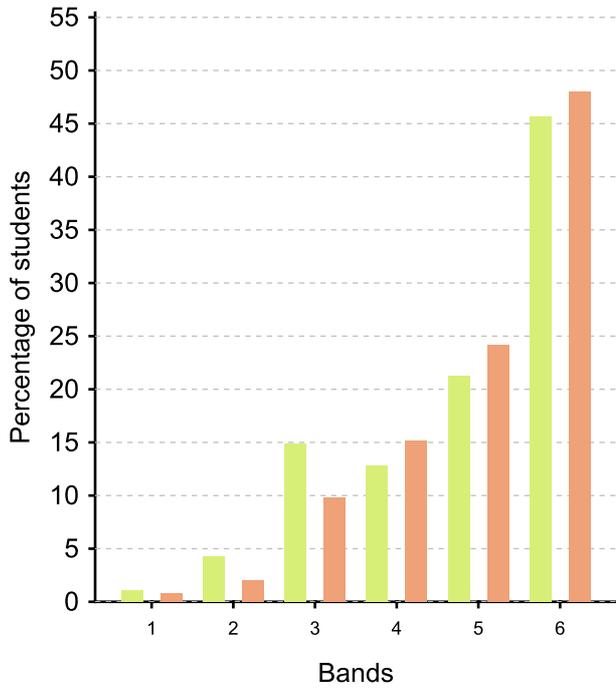
The percentage of students in the top two bands is higher than the school average between 2016 – 2018.

In Grammar and Punctuation, 53% of our Year 5 students were placed in the top two bands. The percentage of students in the top two bands is higher than the school average between 2016 – 2018. Our results for the top two bands are higher than the state average of 36% and consistent with the similar school groups average of 53%.

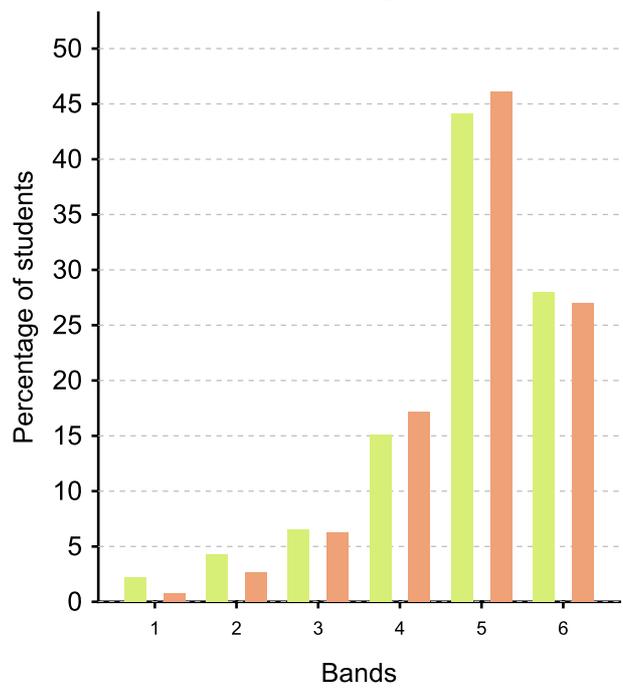
In Year 5 Spelling, 57% of students were placed in the top two bands. This percentage is higher than the school average between 2016 – 2018 of 53%. Our percentage of students in the top two bands is significantly higher than the state average of 36% and the similar schools group average of 54%.



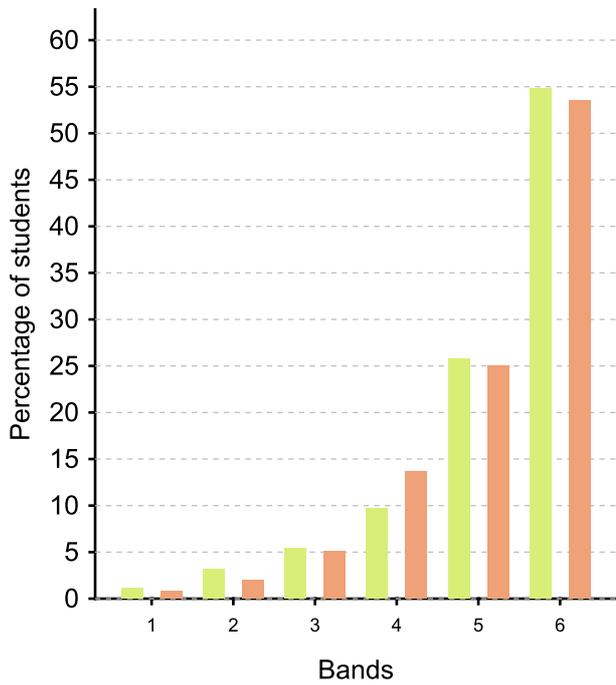
Percentage in bands:
Year 3 Reading



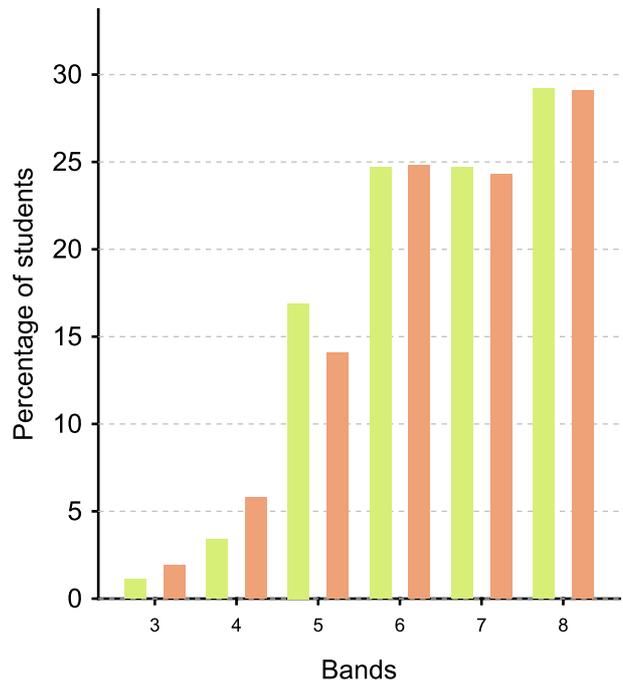
Percentage in bands:
Year 3 Writing



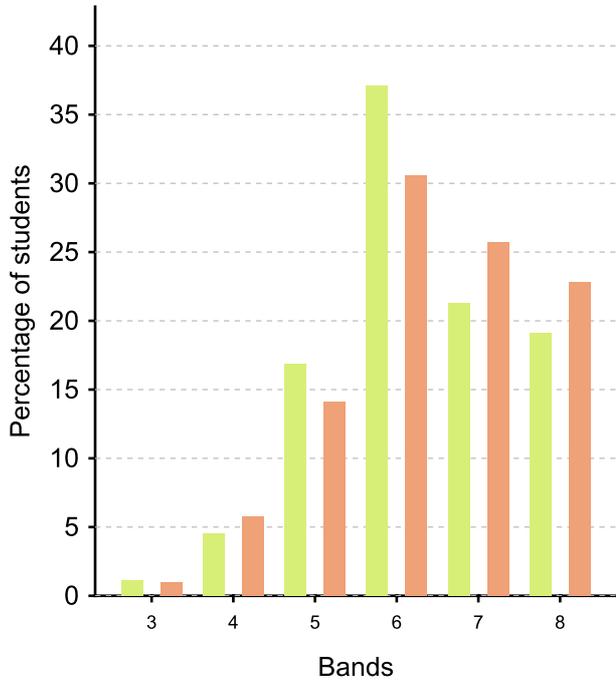
Percentage in bands:
Year 3 Spelling



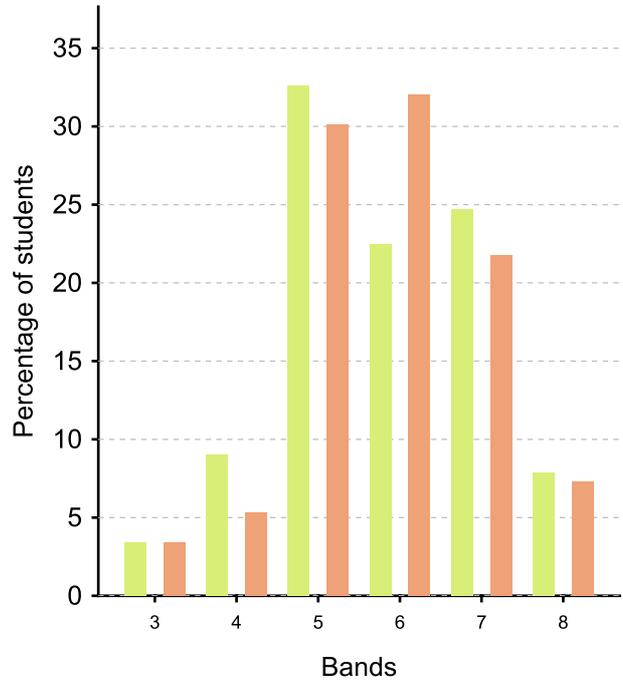
Percentage in bands:
Year 5 Grammar & Punctuation



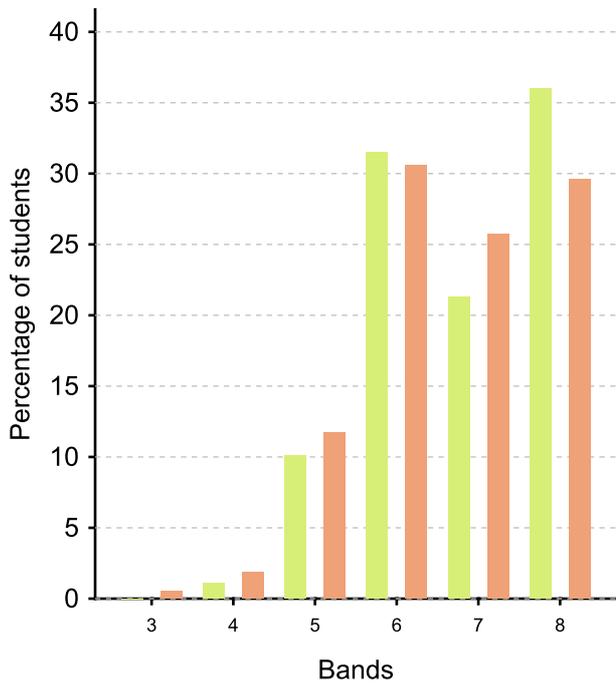
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



NAPLAN– Yr 3 Numeracy

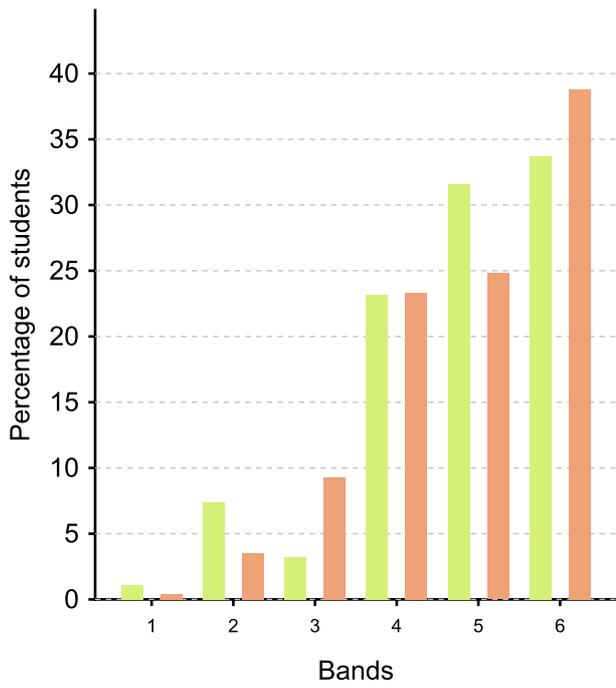
Our Year 3 Numeracy results were very pleasing. 66% of Year 3 students placed in the top two bands. This is slightly higher than our 2016 – 2018 average of 63%. Our percentage of students in the top two bands compares favourably to the state average of 41% and the similar school groups average of 62%.

NAPLAN– Yr 5 Numeracy

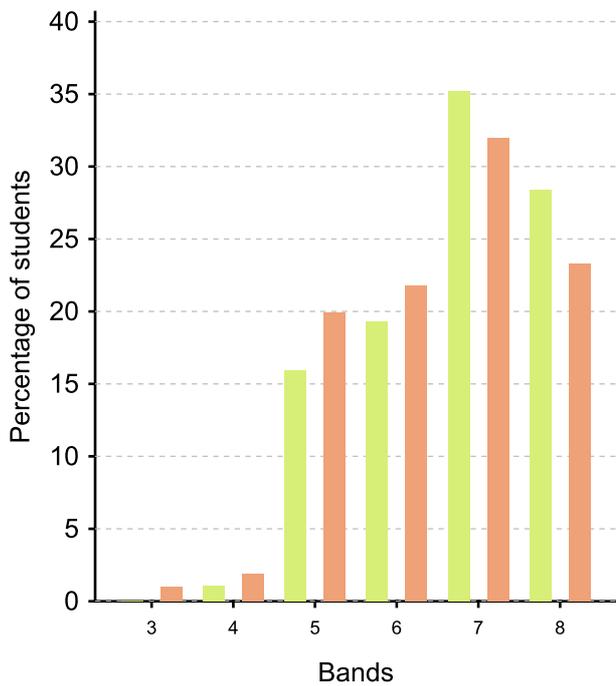
64% of our Year 5 students were placed in the top two bands. The percentage of students in the top two bands is significantly higher than the school average between 2016 – 2018 of 53%. Our results are significantly higher than the state average of 31% and the similar school groups average of 51%.

the top two NAPLAN bands for Reading & Numeracy" with the percentage of 2018 Year 3 and Year 5 students in the top two bands generally being higher than the average of the previous three years.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Carlingford Public School has met the '*Premier's Priorities*' of "increasing the proportion of students in

Parent/caregiver, student, teacher satisfaction

'TELL THEM FROM ME' STUDENT SATISFACTION SURVEY

Students in Years 4 – 6 (227 in total) participated in the Department of Education supported 'Tell them from Me' survey which measures 20 indicators of school and classroom effectiveness based on the most recent research.

For 'social – emotional' outcomes, Carlingford students rated significantly higher than the state norm in measures of; a high sense of belonging, positive relationships, valuing school outcomes, positive behaviour, being interested and motivated and striving to succeed in their learning.

Similarly when measuring 'drivers of student learning outcomes' (effective learning time, relevance of lessons, positive student / teacher relations, positive learning climate, expectations for success), our students once again scored significantly higher than the NSW norm across all areas.

Social – Emotional Outcomes

– Students with a positive sense of belonging (accepted & valued by peers & others) – 82% of students with 'high sense of belonging'.

– Students with positive relationships – 89% have friends at school they can trust & who encourage them to make positive choices.

– 96% of students 'valued school outcomes'. – Students believe school is useful in their everyday lives and will have a strong bearing on their future.

– 94% of students 'always displayed positive behaviour'. – Students do not get into trouble for inappropriate behavior.

– 82% of students were 'interested and motivated in their learning'. – Students try hard to succeed in their learning.

– 92% of students' always tried hard to succeed'.

Drivers of Student Outcome

– Classroom concepts are taught well, class time used well. Students rated 'effective classroom learning' as 8.4 / 10.

– Students find classroom instruction relevant to their everyday lives. Students rated 'relevance' as 8.3 / 10.

– Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them to learn. Students rated 'rigour' as 8.4 / 10.

– Students feel they have someone at school who consistently provides encouragement and can be

turned to for advice. Students rated 'advocacy' as 7.9 / 10.

– Students feel they have a positive relationship with their teacher. Students rated 'Positive student /teacher relationship' as 8.5 / 10.

– Clear rules and expectations for classroom behaviour. Students rated 'Positive learning climate of the classroom' as 7.3 / 10.

– School staff emphasise academic skills & hold high expectations for all students to succeed. Students rated 'Teacher's expectations for success' as 8.9 / 10.

'TELL THEM FROM ME' TEACHER SURVEY

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

Drivers of Student Outcome

–Effective leadership across the school, leading to quality teaching and learning. Teachers rated 'Effective Leadership' as 7.0 / 10.

–Staff collaboration and teamwork leading to quality teaching and improved learning outcomes. Teachers rated 'Staff Collaboration' as 7.8 / 10.

Positive Learning Culture where teachers strived to provide conditions for all students to achieve learning success. Teachers rated 'Positive Learning Culture' as 8.2 / 10.

Data informing practice where student results guide future teaching and learning practice. Teachers rated 'Data informing practice' as 7.8 / 10.

Effective teaching strategies, meeting the learning needs of all students. Teachers rated 'Effective teaching strategies' as 8.1 / 10.

Technology used to support student learning outcomes. Teachers rated 'Technology' as 6.8 / 10.

Inclusive schooling where the needs of students with 'special learning needs' are catered for. Teachers rated 'Inclusive schooling' as 8.0 / 10.

Parental involvement where students are actively involved in their child's learning. Teachers rated 'Parental involvement' as 7.1 / 10.

Four Dimensions of Classroom and School Practice

When teachers were surveyed on four critical elements of classroom and school practice, again results were overwhelmingly positive.

Setting challenging and visible student learning goals

Teachers rated this dimension as 7.5 / 10.

Planned Learning Opportunities, where teachers plan and deliver challenging teaching and learning programs

for all students. Teachers rated this dimension as 7.8 / 10.

Quality feedback, where teachers provide individualised constructive feedback to all students leading to student growth. Teachers rated this dimension as 7.3 / 10.

Overcoming obstacles to learning, where teachers tailor individualised learning plans for each child to achieve success. Teachers rated this dimension as 7.7 / 10.

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

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

Parent participation data was pleasing with:

- 100% of parents having had a discussion with their child's teacher.
- 98% of parents having attended a meeting at the school.
- 20% of our parents having attended a P&C meeting.
- Parents 'feeling welcome in the school' was rated 7.5 / 10.
- Parents feeling comfortable to talk to their child's teacher was rated 8.2 / 10.
- Parents feel well informed about school activities, with a rating of 8 / 10.
- Parents felt they could easily talk to the school Principal, with a rating of 7.2 / 10.
- Parents felt they were well informed of their child's academic progress and areas of need, with a rating of 6.5 / 10.
- Parents felt they were well informed of their child's behaviour and social interactions, with a rating of 6.5 / 10.
- Parents felt that the school has high expectations for their children to succeed and support student learning, with a rating of 7 / 10.
- Parents felt that the school supports positive behaviour with clear expectations, with a rating of 7.7 / 10.
- Parents felt their children were safe at school (7 / 10).
- Parents felt that the school helps prevent bullying (7.3 / 10).
- Parents felt the school was inclusive and supportive of students requiring extra assistance or special needs

(7 / 10).

Parent feedback survey – Student reports

In response to the above rating of 6.5 / 10 of parents feeling well informed on their child's academic progress and areas of need, the school conducted a follow up survey on reporting practices.

This survey was completed by 163 individual parents and was also translated into Chinese and Korean.

– 85% understand the language used in report comments.

– 87% agreed they seek a range of elements in a student report, including student behaviour, general attitude, academic progress and social development.

– 74% rated report comments as helpful in understanding their child's progress (with ratings of "4" or "5", with "5" being most helpful).

– 76% find the report descriptors helpful in understanding their child's progress.

– 74% find both descriptors and grades helpful.

Sixty respondents provided comments on ways the school could improve reporting. Approximately 25% of parents seek further information on ways students can improve their learning and progress, including the identification of what an individual student needs to learn and what they may be working towards.

In response to this survey, the parent teacher interview format will be altered in 2019. Interviews will be conducted in Term 1 with students and their parents K–6. The school will continue to focus on 'personalised learning' with student goal setting practices designed to inform parents of their child's progress and areas of need / improvement.

Policy requirements

Aboriginal education

Carlingford Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they can achieve their personal best in every aspect of their education.

Although only four students in the school identify as Aboriginal and Torres Strait Islander descent, inclusion of Aboriginal perspectives in the teaching programs ensure all of our students education opportunities were inclusive of our Aboriginal heritage.

Carlingford Public School promotes respect for the unique and ancient culture of Aboriginal people by acknowledging the traditional custodians of the land at all assemblies and flying the Aboriginal flag everyday.

Integration of Aboriginal perspectives across Key Learning Areas is embedded in teaching and learning programs so that students can develop deep

knowledge and understanding about Indigenous Australians culture and heritage.

Our four students of Aboriginal and Torres Strait Islander descent have 'Personalised Learning Pathways' (PLP's) in place. These are developed in consultation between the student, parent / carers and teachers to identify, organise and apply personal approaches to learning and engagement.

Multicultural and anti-racism education

Carlingford Public School values all cultures represented in our school. Our school is multicultural and diverse with over 80% of our students coming from a language background other than English (LBOTE). Multicultural perspectives and valuing diversity is integrated across the curriculum and is positively promoted by celebrating events such as Harmony Day. The school supports students, parents and community members by providing language interpreters when required and using communication tools such as the school website and Class Dojo that are easily translated. The school does not tolerate racism and has an Anti-Racism Contact Officer (ARCO) that has completed training to raise awareness of racism issues and respond effectively to any complaints of racism.

EAL/D Program

The school has an effective and responsive English as an Additional Language or Dialect (EAL/D) program. The EAL/D teachers worked in classrooms across all grades to provide support for students identified as needing additional support in learning English. Classroom teachers engaged in professional learning about using the EAL/D learning progressions in order to plan and review their students' English language development. EAL/D teachers assessed and monitored students from non-English speaking backgrounds against the ESL scales and EAL/D progressions and completed the annual survey. Students new to Australia that needed to develop their English language proficiency were supported by the New Arrivals Program and engaged in intensive, targeted support from the EAL/D team.