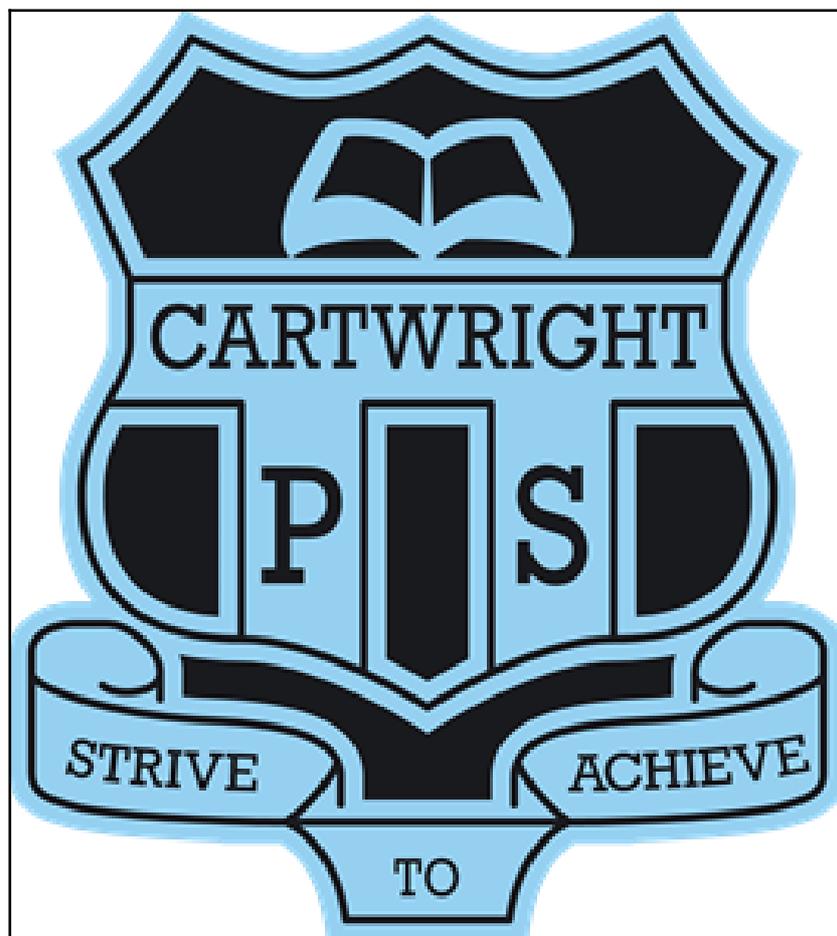# Cartwright Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Cartwright 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.

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Message from the principal

It is with great pleasure that I write this report as Principal of Cartwright Public School. We have had a wonderful year of student success in academic, sporting and cultural endeavours.

I am proud of the way in which our students conduct themselves in the classrooms, playground, on the sporting field or wherever their learning takes them.

Our parents and community members support our school to make it the best possible place for our students and I thank them greatly for all their time and hard work. Developing the capacity of our community to be deeply engaged with the school, combined with building on existing links with community partners will increase student achievement.

Quality teaching and learning is at the heart of everything that we do at Cartwright Public School. Our school vision is to create a dynamic school where every student learns, every teacher inspires, every leader motivates and every parent/carer supports the school.

I am very thankful and proud of the wonderful team of staff who teach and support our students. Our teachers lead and deliver innovative practice that is reflected in student achievement. It is with their dedication, commitment and teaching that we are making progress in our teaching and learning programs, as well as being able to offer so many extra curricular activities to our students.

I certify that the information provided is the result of a rigorous school self–assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the student's achievements and areas for development.

School background

School vision statement

To create a dynamic school where every student learns, every teacher inspires, every leader motivates and every parent/carer supports the school.

School context

Cartwright Public School is located in Sydney Southwest in the Liverpool region. The school has 230 students of which 73% are from a language background other than English. 9% of students are Aboriginal. The school's teaching staff has a good balance of experienced and early career teachers.

The school provides a robust curriculum based on a pedagogy that is well researched and validated by educationalists. The staff is committed to the school's philosophy and vision of ensuring that no student is left behind.

The social economic background of the school community is quite varied and this has been taken into consideration when contextualising the National Curriculum to suit the learning needs of our students. The school has very systematic and rigorous teaching and learning programs that aim to achieve high outcomes for all students.

Cartwright Public School also offers extracurricular programs to enable opportunities for students in areas other than academics. This includes activities such as dance, music and sports.

The school is part of the Community of Schools 2168, but endeavours to establish community liaison with other schools beyond the 2168 area.

The school is supported by the Transition Equity Funding. This funding is utilised to establish extra support and educational programs across the school to improve students' learning outcomes.

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 school plan and annual report.

Our self–assessment 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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Effective communication and connections

Purpose

To deeply engage the community in their child's education and build upon existing links with community partners, increasing student achievement.

Improvement Measures

Track data on the participation level of families in school events and look to see ever increasing numbers of families directly involved in the school.

Student attendance data improves over time. Partial attendance data in regards to lateness improves.

Track growth in Tell Them from Me data.

ATSI students' families fully involved in planning and monitoring the progress of PLPs in partnership with the school.

Progress towards achieving improvement measures

Process 1: Effective communication to parents and carers via social media school website, newsletters and assemblies.

Evaluation	Funds Expended (Resources)
Overall the increased communications from school to parents and carers has been well received. Having a staff member assigned to regularly update the school website and timetable newsletter contributions has resulted in better time management and clearer, timely communication. Parents joining the CPS Face book page and more families downloading Skoolbag app has enhanced communication. All notes sent home or announcements are put on social media to increase circulation to the whole school community.	$6050

Process 2: Continue to implement and extend planning with Communication Partners, Mission Australia, The Smith Family and the PCYC. These partnerships support families across the greater Cartwright 2168 area.

Evaluation	Funds Expended (Resources)
The school has had successful partnerships with outside providers such as the PCYC and Dance fever to provide Multi sport, athletics, gymnastics as well as dance programs to all students. The school in partner ship with Street University, also provided small group off site counselling/well–being activities for targeted students. As part of CPS NAIDOC week celebrations, an indigenous incursion took place celebrating Aboriginal and Torres Strait Islander culture, followed by indigenous game sessions. Lots of parents and carers attended and stayed for the family BBQ. All feedback was very positive. A day enjoyed by all!	$6140

Process 3: Monitoring of students attendance and uniform. Regular meetings with HSLO to work with targeted families.

Evaluation	Funds Expended (Resources)
An attendance and uniform draw was initially a great success but started to lose momentum in term 4. There needs to be a new focus and energy to	$100

Progress towards achieving improvement measures	
create an incentive for students to be at school on time that they don't want to miss out on.	

Strategic Direction 2

Instructional Collaboration

Purpose

To ensure the leadership team maintains a focus on distributed instructional leadership so that every student makes measurable learning progress and gaps in student achievement decrease.

Improvement Measures

Improved student outcomes in literacy and numeracy

100% of teachers are confident in their ability to track student progress using the literacy and numeracy progressions

100% of teachers confident in implementing formative and summative assessment strategies across Key Learning Areas

Progress towards achieving improvement measures

Process 1: Timetabled TPL plan across the year for increasing the utilisation of formative assessment, quality feedback strategies, use of ICT, data analysis and other pedagogical practices proven to enhance learning outcomes.

Evaluation	Funds Expended (Resources)
Teachers were involved in instructional collaboration meetings throughout the year. K–6 have developed further skills in formative assessment and tracking student data, especially in writing to inform their teaching and learning programs. Teachers K–6 know where their students are at and provide timely feedback, enhancing students learning outcomes.	$57000

Process 2: Leaders ensure that team meetings are driven by data as a reflection tool focusing on the achievements of students and the impact of teaching upon these outcomes.

Evaluation	Funds Expended (Resources)
Clear communication of the K–6 data collection schedule resulted in clear expectations and consistent tracking. Instructional collaboration meetings have a had a consistency in teacher judgement focus, resulting in staff gaining a greater understanding of the assessment process to inform their teaching. Teachers K–6 have successfully utilised PLAN 2 data to drive intervention programmes for identified students.	$5000

Process 3: Fortnightly spiral of inquiry meetings K–6 focussing on writing.

Evaluation	Funds Expended (Resources)
It is very evident that the TPL focus of what quality learning environments consist of has been transferred to classrooms across the school. Teachers are successfully embedding the use of plan data and collaborative practices in their team and stage meetings.	$57000

Process 4: Consistent supervision and accountability of staff

Evaluation	Funds Expended (Resources)
K–2 were a very successful team who consistently engaged in constructive CTJ and developed a clear improvement in the way they are programming,	$0

Progress towards achieving improvement measures	
teaching and assessing literacy. All members of the team were accountable and were strongly directed by their team leader. Work samples were collected to create a writing assessment tool for future reference in Semester 1. The 3–6 team will need to continue to work on consistency of teacher judgement focussing on writing.	

Strategic Direction 3

To enhance student learning and wellbeing through broad and rich curriculum

Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and creative individuals.

Improvement Measures

Decrease in negative referrals for behaviour and suspension.

NAPLAN results trend upwards over time.

Increasing number of students meet expected NAPLAN growth from years 3–5–7.

Progress towards achieving improvement measures

Process 1:   Students are engaged in 21st Century learning across the curriculum.

Teaching and learning programs reflect NESA expectations

Students engage in student leadership development programs.

Evaluation	Funds Expended (Resources)
Cartwright PS invested in technology this year to allow our students to successfully engage in STEM activities and develop computing skills K–6. Our 2168 Children's Parliamentarians demonstrated great leadership by engaging in discussions with council leaders in what mattered most to them and their community. They then confidently presented speeches on these topics along with other students from neighbouring schools.	$31070

Process 2:   Staff to embed PBL across the whole school community

Evaluation	Funds Expended (Resources)
All key stakeholders were consulted in the development of creating Cartwright Public School's PBL rules and matrix. There were timetabled meetings throughout 2019 that have enabled the whole school community to be fully prepared for the PBL launch in term 1, 2020	$5000

Process 3:   Staff diagnose learning and wellbeing needs and assess the impact of ILPS and PLPs.

Evaluation	Funds Expended (Resources)
K–6 staff have successfully used data to identify students need and provided interventions and adjustments to meet their needs. Data also drives all teaching and learning. Identified students have thoroughly enjoyed taking part in regular social skills groups.	$300

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$16690	Indigenous students were supported throughout 2019 via SLSO support. Students celebrared and learnt more about their culture in their classrooms as well as with students from other schools. The joint school NAIDOC celebration was great success.
English language proficiency	$99704	All identified students received timetabled support in English and their progress tracked via the EAL/D progressions. The EAL/D teacher actively sought professional learning to enhance their teaching and share knowledge to the rest of the staff.
Low level adjustment for disability	$141957	Funds were effectively utilised along with integration funding to support students with disabilities.
Quality Teaching, Successful Students (QTSS)	$40232	Assistant Principals successfully supported and mentored their teams. Next year QTSS time will be included in the overall timetable to enable transparency and feedback provided.
Socio–economic background	$379010	Cartwright Public School students have actively engaged in many successful programs paid for by the school that enhanced their learning outcomes across Key Learning Areas throughout the year.
Support for beginning teachers	$43830	The beginning teachers program was a great success with most teachers gaining accreditation. Staff developed a greater understanding of the syllabus and learning progressions and how they work together and support teaching and learning programs. Beginning teachers self identified areas of need and undertook professional learning to meet those needs.
Targeted student support for refugees and new arrivals	$3345	Timetabled support was provided to identified students each week. The program was successful in supporting those students as well as their teachers to best meet their needs back in the classroom.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	88	99	111	119
Girls	82	90	106	115

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	89.4	94.9	93.1	89.3
1	89.9	97.1	91.6	90.7
2	91.6	96.6	89.6	90.8
3	90.2	95.2	92.9	89.2
4	92.3	93.9	92.3	90.4
5	95.2	93.4	89.4	91.7
6	92.8	97.7	91.8	89.3
All Years	91.5	95.7	91.6	90.3
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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)	3
Classroom Teacher(s)	10.75
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	5.42

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	833,762
Revenue	3,423,468
Appropriation	3,360,214
Sale of Goods and Services	4,265
Grants and contributions	57,063
Investment income	1,926
Expenses	-3,378,031
Employee related	-2,744,229
Operating expenses	-633,801
Surplus / deficit for the year	45,437

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.

	2019 Approved SBA ($)
Targeted Total	597,907
Equity Total	637,360
Equity - Aboriginal	16,690
Equity - Socio-economic	379,010
Equity - Language	99,704
Equity - Disability	141,957
Base Total	1,760,129
Base - Per Capita	53,742
Base - Location	0
Base - Other	1,706,387
Other Total	249,126
Grand Total	3,244,522

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

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Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

The Partners in Learning Parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their child's experiences at home and school.

–Parents surveyed feel welcome and informed. There is a consistency with 2018 data where the school results for 2019 are still above the state norm in this area.

– Parents surveyed believe that teachers listen to any concerns that they have.

– Parents surveyed feel that written information from the school is in clear, plain language.

– Parents surveyed feel that the school's administrative staff are helpful when they have a question or problem.

– Parents surveyed feel that they are well informed about their child's behaviour at school whether positive or negative.

Teacher Satisfaction

–Teachers surveyed feel that school leaders have helped them create new learning opportunities for students.

–Teachers surveyed believe that school leaders have helped them improve their teaching and have provided guidance for monitoring student progress.

–Teachers surveyed indicate that they work with school leaders to create a safe and orderly school environment.

–Teachers surveyed feel that they strive to understand the learning needs of students with special needs.

–Teachers surveyed believe that they establish clear expectations for classroom behaviour.

Student Satisfaction

– 93% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

– 85% of students try hard to succeed in their learning

– 82% of students surveyed feel that they have friends at school they can trust and who encourage them to make positive choices.

– 79% of students believe that they feel accepted and valued by their peers and by others at the school.

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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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

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