

Carlton South Public School

Annual Report



2016



1513

Introduction

The Annual Report for 2016 is provided to the community of Carlton South 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.

Darren Galea

Principal

School contact details

Carlton South Public School

Jubilee Ave

Carlton, 2218

www.carltonsth-p.schools.nsw.edu.au

carltonsth-p.School@det.nsw.edu.au

9587 5235

Message from the Principal

I am pleased to present the 2016 Annual Report of Carlton South Public School. Our school community has continued a journey of growth in a year that has marked significant reform across all public schools in NSW.

A new school planning model was introduced to help drive improvement across all of the school's strategic directions in 2015 and reforms have enabled school leaders to respond to the local needs of students, staff and school community.

Our three strategic directions of promoting Student Success, Teacher Quality and Community Partnerships were developed through extensive, ongoing consultation with all stakeholders of the school community.

Departmental reforms through policies, procedures and frameworks have been implemented across the school leading to successful action in the classroom.

This year our school was acknowledged with an Ultimo Operational Directorate Award for our work with the Bayside Community of Schools. The Bayside Community of Schools has been successful in delivering strategic professional learning and promoting quality opportunities for collaboration across seven schools.

The year 2016 has been very productive and enriching with several highlights and successes to celebrate.

As the principal of Carlton South Public School, I am very lucky and privileged to work with such a dedicated group of professionals who make a difference to their students every day. "The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives". Robert John Meehan

Also, the ongoing support and advocacy of our parents and families within the school community have been an essential component of our welcoming, friendly, inclusive and productive school culture.

I would also like to acknowledge the wonderful partnership our school has with our Parents and Citizens Association. Their support has been very much appreciated.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parents and students and provides an authentic account of the school's achievements and areas for further development.

Darren Galea

Principal

School background

School vision statement

Building success for the future by providing quality teaching and learning in an inclusive, safe and supportive environment where personal best and life-long learning are promoted.

School context

Carlton South Public School is a large, diverse school with approximately 610 students, 75% of which come from a language background other than English. The school is located in the southern suburbs of metropolitan Sydney in close proximity to the St George Hospital and St George TAFE. The school recently celebrated 90 years of quality education. Carlton South Public School is a proud member of the Bayside Community of Schools comprising of five local primary schools and two secondary schools, which collaborate to enhance programs and connections across the middle years of schooling. The school has quality links with local businesses and preschools and the staff profile features a mix of beginning and more experienced teaching staff. Carlton South Public School offers a wide range of learning opportunities and experiences and focuses on success for all students. The school is well known for its extensive extra-curricular activities in creative arts such as dance, band and drama. Programs including literacy, numeracy, future focused learning, sport, student leadership and student wellbeing are also of key focus.

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, Carlton South Public School undertook self-assessment using the School Excellence Framework. 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.

Our teaching staff have been provided with several opportunities to engage with the School Excellence Framework and were involved in teacher professional learning sessions consolidating their knowledge the three domains (Learning, Teaching and Leading).

All teaching staff were involved in self-assessment workshops which included reflecting on school practices and aligning these to the School Excellence Framework. The principal and relieving deputy principal also attended a variety of workshops that involved mapping key processes of the School Plan 2015–2017 to the School Excellence Framework.

The school executive team along with all teaching staff were also involved in the self-assessment process with the School Excellence Framework by undertaking the self-assessment survey. This survey has been designed to support Carlton South Public School to capture the “point-in-time” judgement that has been informed by our ongoing self-assessment processes utilising the School Excellence Framework. This process included analysing school evidence and reflecting on statements of excellence for each of the elements.

Results of the self-assessment by the teaching staff with executive support included:

Learning: Sustaining and Growing for the elements of: Learning Culture, Wellbeing, Curriculum & Learning and Assessment & Reporting. Delivering for the element of: Student Performance Measures.

Teaching: Sustaining and Growing for the elements of: Collaborative Practice, Learning & Development and Professional Standards. Delivering for the elements of: Effective Classroom Practice, Data Skills & Use.

Leading: Sustaining and Growing for the elements of: Leadership, School Planning, Implementation & Reporting, School Resources, Management Practices & Processes.

Processes as part of the School Plan 2015–2017 aligning to the **Learning** Element of the School Excellence Framework have included: Building 21st Century Learning Skills, Differentiated Literacy & Numeracy Programs, Student Wellbeing & Engagement and Quality Transition Programs.

The school has focused upon promoting a learning culture particularly relating to developing 21st Century Learning Skills

with an explicit focus on syllabus general capabilities to foster competencies relating to collaboration, communication, creativity and critical thinking. Carlton South Public School's involvement in future focused learning and inquiry based learning has led to improved levels of student engagement. Another key school process is related to student wellbeing. The Promoting Positive Behaviour program is now in its second year and has been successful in promoting a whole-school approach to wellbeing with clearly defined behavioural expectations. The learning element of curriculum and learning has been facilitated through the successful implementation of the Differentiated Literacy & Numeracy Programs.

The school's involvement in the Reciprocal Numeracy Project involved promoting teaching programs that effectively develop the knowledge, understanding and skills of all students using evidence-based teaching practices promoting problem solving. Learning elements relating to assessment and reporting have been facilitated through the school's involvement in 'Embedding Formative Assessment Across the Curriculum' workshop. Formative assessment strategies will continue to be of focus into 2017 and beyond. Student performance measures will be areas for further development in the future.

Processes as part of the School Plan 2015–2017 aligning to the **Teaching** Element of the School Excellence Framework include: Performance and Development Culture, The Quality Teaching Model and Community of Schools. The school has focused on promoting collaborative practice through the successful implementation of the Performance and Development Framework, now in its second year. This has provided teachers with the opportunity to work together to provide and receive constructive feedback from peers and school leaders to improve their teaching practice. All teaching staff used the professional standards to reflect on their teaching practice and guide them with goalsetting. Teaching staff were also responsible for identifying targeted learning and development programs and were actively engaged in planning their own professional learning, identifying evidence and were empowered by this process. Teachers have also been provided with opportunities to collaborate and work together to improve teaching and learning practice by way of the Bayside Community of Schools. A number of collaborations and teacher professional learning opportunities were promoted with more initiatives planned for next year. Dr Simon Breakspear and Dr Michael Nagle were engaged by the Bayside Community of Schools to present at School Development Days in 2016. Teaching elements relating to effective classroom practice and data skills and use will be areas for further development in the future.

Processes as part of the School Plan 2015–2017 aligning to the **Leading** Element of the School Excellence Framework include: The Aspiring Leaders Project and Enhanced Parent Engagement. The school has focused on developing the capacity of staff, promoting succession planning and building leadership density. Leadership development is central to school capacity building. School leaders and aspiring school leaders have worked collaboratively with the monitoring of school milestones and evaluation and review processes are embedded and undertaken routinely. Promoting opportunities for improved parental engagement and building purposeful relationships have also been areas of focus throughout 2016 with school leaders promoting a continuous improvement focus with school management practices and processes.

The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Success

Purpose

Student success through quality teaching and learning promoting wellbeing and personal best. The purpose of promoting student success at Carlton South Public School is to build confident, determined, organised and responsible students who are able to think critically and creatively to solve problems and reflect on their learning.

Overall summary of progress

Process 1 Building 21st Century Learning Skills:

Teaching staff have continued to work collaboratively to implement new syllabus documents (History, Geography, Science and Mathematics) across the school and develop scope and sequence units focused on promoting the general capabilities with an explicit focus on 21st century learning competencies such as collaboration, communication, creativity and critical thinking. Increased numbers of iPads have been purchased to support learning as well as additional technology resources. A new flexible learning space has been established in Kindergarten and the 'Google Room' established the previous year has been accessed continually to promote future focused learning. Levels of access to technology in the 'Connected Classroom' has improved with the library being repurposed as a centre of innovation to promote coding and robotics K–6. Targeted teacher professional learning programs have been scheduled to upskill teacher competency in the use of technology in the classroom. Combined School Development Days by way of the Bayside Community of Schools have also focused on promoting future focused learning. Google Apps for Education has been utilised school-wide for students and staff. The school's scope and sequence for ICT was also reviewed and updated.

Process 2 Differentiated Literacy & Numeracy Programs:

SMART and PLAN data was analysed annually with problem solving and working mathematically identified as areas for whole school improvement. The Reciprocal Numeracy Project (now in its second year) was once again linked to the Performance & Development Process (PDP). Pre-assessment was coordinated for all students for baseline data purposes and teaching staff were observed and provided with feedback as part of the PDP process during Reciprocal Numeracy lessons. Final assessments were organised K–6 and significant growth in student outcomes was evident. Semester 2 data indicated that there was an increase of 32% of students K–6 ability to successfully solve open-ended word problems. Increasing number of teaching staff received learning and development in L3 (Language Learning and Literacy) and by the conclusion of 2016 all teaching staff K–2 will be accredited. Teaching staff continued to work collaboratively with the school's Learning and Support Team to make adjustments to their teaching programs and promote personalised learning for students. In Semester 2 the school established a Formative Assessment Team and an action-plan was developed to be implemented in 2017.

Process 3 Student Wellbeing & Engagement:

Student wellbeing, engagement and the promotion of learning culture have been the focus with the school's involvement in the Promoting Positive Behaviour program which has been based on Positive Behaviour for Learning (PBL) model. Throughout 2016, students were explicitly taught expectations of behaviour by their classroom teacher with a focus on a consistent approach to the teaching and learning of appropriate behaviour in various school contexts. This program has been aligned to the NSW DoE's Wellbeing Framework for Schools. Evidence of impact has been demonstrated through recent data analysis via the 'Tell Them From Me' Student Survey, 81% of students have a high sense of belonging, 81% of students have positive peers relationships and 96% of students value school outcomes. Most significantly, 96% of students feel they demonstrate positive behaviour at school which is 13% above the NSW Department of Education norm of 83%.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|--|
| Improvement in Year 3 NAPLAN Numeracy results with 40% of students placing in the top two achievement bands (27% in 2014) and improvement in Year 3 | Increase of students in the top two achievement bands up to 45% in 2016 (Numeracy). Increase of students in the top two achievement bands up to 59% in 2016 (Reading). | Numeracy Budget \$12000 Literacy Budget \$12000 |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|--|
| NAPLAN Reading results with 60% of students placing in the top two achievement bands (50% in 2014) | Increase of students in the top two achievement bands up to 45% in 2016 (Numeracy). Increase of students in the top two achievement bands up to 59% in 2016 (Reading). | |
| Greater than 75% of students achieving expected growth in Year 5 Literacy and Numeracy (Reading 2014 59%) and (Numeracy 2014 51%) | Expected growth in Year 5 Literacy (Reading) up to 60% in 2016. Expected growth in Year 5 Numeracy (Numeracy) up to 60% in 2016. | Literacy Budget \$12000 Numeracy Budget \$12000 |
| Improved levels of wellbeing by decreasing instances of negative behaviour as recorded by 'SENTRAL Wellbeing' as well as an increase in student engagement (Baseline to be established in 2015) as measured by TTFM Survey | Negative behaviour incidents have declined as recorded on 'Sentral Wellbeing. 34% of the school population were recorded for negative behaviour and 56% of students who were recorded for negative behaviour were first time offenders and subsequently did not re-offend in 2016. Tell Them From Me student survey results indicate that 79% of students are interested and motivated (engaged) at school (1% above NSW DoE norm). 86% of students believe that they have a high sense of belonging at school (5% above NSW DoE norm). 91% of students believe that they demonstrate positive behaviour at school (8% above NSW DoE norm). | Student Wellbeing Budget \$4500 |

Next Steps

Promotion of innovation across the school with more opportunities for students to engage in future focused learning in STEM (Science, Technology, Engineering and Mathematics) particularly in coding and robotics.

Continue to build upon improved Learning and Support Team processes to promote success for all students.

Consistent Implementation of the Good Discipline and Effective Learning Policy, in particular the Promoting Positive Behaviour Program.

Develop a school-wide system of gathering evidence to gauge the impact of initiatives within the school plan to promote excellence.

Strategic Direction 2

Teacher Quality

Purpose

Staff and leader learning through building teacher quality and staff capacity. The purpose of staff and leader learning at Carlton South Public School is to develop professional staff who are committed towards providing an inclusive and collaborative culture based on quality teaching and learning with a focus on building capacity and continuous improvement.

Overall summary of progress

Process 1 Establish Performance & Development Culture:

The Performance and Development Framework was introduced in 2015 promoting a professional culture of collaboration aligned to the Australian Professional Standards for Teachers. The school executive has continued to promote explicit systems for collegial support, goalsetting, classroom observation, modelling best practice and providing feedback for teaching staff throughout 2016. The professional focus for Performance and Development in Semester 1 was Reciprocal Numeracy and in Semester 2 the Quality Teaching Model. All teaching staff were responsible for developing their individual Performance & Development Plans with school executive support. These plans featured three to five goals, professional learning support and identification of evidence to be used to indicate progress towards achieving professional goals.

Process 2 Quality Teaching Model:

The Quality Teaching Model has been utilised as a base for teacher professional learning throughout 2016. The focus has been to promote the three dimensions of pedagogy (intellectual quality, quality learning environment and significance) with an emphasis on the elements to support improvement of the teaching and learning cycle. Classroom observations as part of the Performance and Development Framework process were linked to the Quality Teaching Model during the year. In 2017 elements of Formative Assessment will be linked to this process.

Process 3 Aspiring Leaders Project:

Identification of aspiring leaders, building capacity and the promotion of succession planning have been the focus of the Aspiring Leaders Project throughout 2016. Aspiring leaders were engaged in regular professional learning sessions focused on capacity building and shadowing of school executive involving mentoring and coaching. Aspiring leaders have also worked alongside the school executive to monitor milestones as part of the 2015–2017 Carlton South PS School Plan. The school executive and aspiring leaders were given a number of opportunities to engage in professional learning relating to building leadership capacity via the Bayside Community of Schools.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|----------------------------------|
| All teachers develop individual performance and development plans (PDP) aligned to 'Australian Professional Standards for Teachers' which are designed collaboratively with executive support incorporating the NSW Quality Teaching Model. | 100% of teaching staff developed an individual PDP with explicit systems for collaboration, support, goalsetting, observation, modelling and feedback embedded across the school to drive and sustain school-wide improvement in teaching practice and student learning outcomes. In 2016 the PDP focus was 'Reciprocal Numeracy' in Semester 1 and the 'Quality Teaching Model' in Semester 2. | TPL Budget \$30000 |
| All identified aspiring leaders build their leadership capacity through mentoring and coaching by assuming leadership roles within the school to promote leadership density. | Seven staff members were involved in the Aspiring Leaders Project throughout 2016. They were also involved in shadowing projects with the school executive. | Career Development Budget \$2000 |
| Increased numbers of teachers achieving accreditation at a | No teachers achieved accreditation at higher levels in 2016, however one teacher is working towards | Career Development Budget \$2000 |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|-------------------------------|
| higher level within the 'Australian Professional Standards for Teachers'. | this through the Bayside Accreditation Network Group. Twelve teaching staff maintained their accreditation at proficient and six staff members applied for accreditation at proficient. The school principal completed the NSW Public School Leadership and Management Credential with the relieving deputy principal working towards completing this. | |

Next Steps

Incorporation of Formative Assessment into the Performance and Development Framework observation and reflection cycle with continuation of the teacher's learning journal.

Implementation of Formative Assessment strategies across the school K–6 in 2017 commencing with learning intentions and success criteria.

Focus on coaching and mentoring strategies for school executive to help build and sustain their leadership capacity with aspiring leaders taking on more active roles in leading school management practices.

Develop a school-wide system of gathering evidence to gauge the impact of initiatives within the school plan to promote excellence.

Strategic Direction 3

Community Partnerships

Purpose

Community partnerships in an inclusive safe and supportive school. The purpose of community partnerships is to expand the links and communication with the wider community. This will promote effective reciprocal connections which will benefit all stakeholders. Student learning will be empowered and strengthened through effective community partnerships.

Overall summary of progress

Process 1 Community of Schools:

The Bayside Community of Schools (CoS) is comprised of five primary schools (Arncliffe PS, Brighton Le Sands PS, Carlton South PS, Ramsgate PS and Rockdale PS) and two secondary schools (James Cook Boys Technology HS and Moorefield Girls HS). In 2016 the Bayside CoS were awarded with an Ultimo Operational Directorate Award for developing common strategic directions reflective of the NSW Department of Education's vision of building strong partnerships for a better future. Providing quality opportunities for teacher professional learning to improve pedagogy and focusing on futures education has also been a priority. Many of the regular CoS programs continued, along with the development of some new initiatives including the establishment of a leadership group across the seven schools that focused on completing the NSW Public School Leadership and Management Credential. Another highlight included the two combined School Development Days featuring keynote presentations from Dr Michael Nagle and Dr Simon Breakspear.

Process 2 Quality Transition Programs:

Transition programs focusing on students entering primary school (P–K) and exiting primary school (Years 6–7) have continued to be a key process of the 2015–2017 Carlton South PS School Plan. The focus has been to promote enhanced collaboration, greater continuity of learning and better communication practices. Record numbers of parents attended the school's Kindergarten Expo conducted in Term 3 with data indicating that parent satisfaction was high and that parents felt well supported and well informed during the Kindergarten Transition process. Evidence of impact has been demonstrated through recent data analysis from families who attended transition sessions. 88% of students starting Kindergarten attended sessions and 88% of parents felt that the school helped facilitate a smooth transition for their child. All parents rated the transition experience as either 'very good' or 'excellent'. Transition programs were also of focus through the schools partnership via the Bayside Community of Schools. Several new opportunities and initiatives with local partner high schools were facilitated during 2016 including opportunities for students to engage in future focused learning particularly through STEM (Science, Technology, Engineering and Mathematics), Robotics and Coding.

Process 3 Enhanced Parent Engagement:

The teaching staff at Carlton South Public School have continued to promote collaborative partnerships within the school community. The school's new P&C Executive (now in its second year of operation) has also continued to work effectively to support the school. Events such as morning teas, barbeques and additional parent information sessions were coordinated to encourage parental involvement in the life of the school. School staff acknowledged parent feedback and as a result many school functions were scheduled at times to maximise parental participation. Parents were also encouraged to work alongside teaching staff to assist with sporting and creative arts programs. Communication practices across the school community continued to be of focus with the use of social media such as Facebook (Carlton South Connections) and the SkoolBag App for smartphones increasing. 71 parents participated in the 'Tell Them From Me' Partners In Learning Survey in 2016, some key findings have included: 80% of parents feel welcome at the school, 80% of parents feel the school communicates effectively in clear language and 78% of parents feel informed of school activities. Curriculum workshops were conducted during Education Week with record numbers of parents in attendance.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|-------------------------------|
| Increased percentage of parents engaging purposely in supporting their child's education and in the | 71% of parents surveyed were satisfied that the school supported their child's education with 76% of parents surveyed felt they effectively encouraged | N/A |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|---------------------------------|
| life of the school with improved levels of parent satisfaction (Tell Them From Me Partners In Learning Survey). | <p>their child to do well at school.</p> <p>Parent attendance rates at P&C Meetings have increased by 10% during the past year.</p> <p>96% of parents surveyed have been involved in regular meetings with the school and 83% of parents surveyed have been involved in school committees during 2016.</p> | |
| Students attending transition sessions with increased number of parents choosing local feeder high schools. | <p>88% of kindergarten parents attended transition week in 2016.</p> <p>100% of students attended high school transition sessions, with 54% of parents (girls) and 42% of parents (boys) choosing local feeder high schools for students transitioning from Year 6–Year 7 in 2016.</p> | School Transition Budget \$3000 |
| Increased combined teacher professional learning sessions across the Bayside Community of Schools to improve student learning outcomes with a focus on continuity of learning for students. | 95% of school teaching staff participated in teacher professional learning provided by the Bayside Community of Schools in 2016. | TPL Budget \$30000 |

Next Steps

Continued opportunities to collaborate by way of the Bayside Learning Community with a particular focus on promoting teacher professional learning to improve practice and enhance learning outcomes for all students.

Promote opportunities to continue to enhance transition programs school-wide to ensure wellbeing of all students.

Enhanced opportunities to continue active partnerships with parents with improved school communication practices through the development of a new school website.

Develop a school-wide system of gathering evidence to gauge the impact of initiatives within the school plan to promote excellence.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|--|-----------------------------|
| Aboriginal background loading | All Aboriginal students have an Individual Learning Plan (ILP) and are making progress across the literacy and numeracy continuums. Final year for Norta Norta funding– this allowed for the school to participate in the following projects and events: Yarn–Up Public Speaking Program – four Aboriginal students from Stage 3 successfully showcased their talents in an impromptu speaking, public speaking and debating competition held at Parliament House NSW. Deadly Kids Doing Well Achievement Award – Carlton South Public School nominated one Aboriginal student for academic achievement and leadership. This award, held at the UTS Great Hall, featured an introductory speech, led by Carlton South Public School's School Captain. Koori Art Expression Creative Art program – eight students (indigenous and non-indigenous) from across the school participated in this visual arts program. Bodallamu and Kari School Transition Program – Backpacks were provided to our Aboriginal students beginning primary school or transitioning to high school. NAIDOC commemorations – This was led by Wiradjuri elders and featured three rotating activities involving traditional songs, stories, dance and art. | \$3,697 |
| English language proficiency | All EAL/D staff were involved in regular professional learning through their network. EAL/D students were supported across the school through twelve days of EAL/D teacher time each week. This included whole class team teaching and small group withdrawal groups. Funds were utilised to purchase teaching and technology resources to support student learning. | \$32,188 (Flexible Funding) |
| Low level adjustment for disability | School Learning Support Officers provided curriculum adjustments for individual students as well as social skill development for both individual students and small groups of students. Support was also provided for students with additional needs who did not have targeted funding. Individual Education Plans were revised and adjustments made as required. In a school based survey, 81% of students reported they were being provided with effective classroom learning. 75% of students reported a positive learning climate, which was a marginal increase from the previous year. | \$41,069 (Flexible Funding) |
| Quality Teaching, Successful Students (QTSS) | Quality Teaching, Successful Teaching began its implementation in Semester 2, 2016. A focus on creating collaborative practices has provided teachers with the opportunity to collaboratively plan and observe each other's lessons, collaborate in developing units of work and assessment tasks and working together to assess and analyse student data. The collaboration was recorded on a Google Document, which was shared by all relevant | 0.451 FTE |

| | | |
|---|---|----------|
| Quality Teaching, Successful Students (QTSS) | staff members, to ensure that funds were being managed and utilised for the purpose of mentoring and coaching. The school executive collaborated and worked to establish mentoring and coaching practices, which has allowed for constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. | |
| Socio-economic background | A speech pathologist was employed two days per week to support K-2 students with language delays or disabilities. Costs for this program was jointly funded by the school and parents. Funding was also used flexibly to subsidise technology purchases to allow for greater access to technology. | \$18,140 |
| Support for beginning teachers | In 2016, there were two newly appointed teachers and two teachers in their second year of permanent employment. These teachers were provided with extra regular release time, as well as time with an experienced teacher to provide mentoring support. In addition, beginning teachers were encouraged to participate in targeted professional learning activities that specifically supported their career development. | \$34,917 |
| Targeted student support for refugees and new arrivals | There was one student who received refugee funding in 2016. Refugee funding was used to provide the student with school uniforms and covered the cost of excursions, incursions, school photos and other ongoing school related expenses. Carlton South PS had ten New Arrival students. | \$1,341 |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 300 | 309 | 323 | 321 |
| Girls | 256 | 270 | 273 | 285 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95.4 | 94.8 | 94.4 | 93.5 |
| 1 | 93.2 | 94.6 | 95.2 | 93.1 |
| 2 | 94 | 93.5 | 93.1 | 93.9 |
| 3 | 96.1 | 95.4 | 94.2 | 94.3 |
| 4 | 95.3 | 94.5 | 92.9 | 93.8 |
| 5 | 96.2 | 95.4 | 94.5 | 94.7 |
| 6 | 93.4 | 94 | 92.7 | 95.1 |
| All Years | 94.8 | 94.6 | 93.9 | 94 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 22.09 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 1.1 |
| Teacher Librarian | 1.2 |
| Teacher of ESL | 2.6 |
| School Administration & Support Staff | 4.06 |
| Other Positions | 0 |

*Full Time Equivalent

Carlton South Public School has one teacher with an Aboriginal Australian 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 | 59 |
| Postgraduate degree | 44 |

Professional learning and teacher accreditation

This year, the teaching staff at Carlton South Public School participated in valuable fortnightly teacher professional learning sessions that met mandatory guidelines. The professional learning sessions were identified through the school plan to improve student learning outcomes or targeted through the performance and development process.

Semester One professional learning included; Performance & Development Framework, Quality Teaching Model, Consistent Teacher Judgement, Robotics, Google Apps for the Classroom and Stop Motion iPad App.

Semester Two professional learning included; Quality Teaching Model, Formative Assessment, Teacher Wellbeing, implementation of the new Geography Syllabus, Google Surveys and Project-Based Learning.

The school also conducted three School Development

Days in 2016 where staff were involved in teacher professional learning relating to the Performance & Development Framework, the role of LaST and Learning Support Team, Quality Teaching Model, Data Skills and Use, Consistent Teacher Judgement, Promoting Positive Behaviour, ICT scope and sequence and Learning Management Business Reform (LMBR) the newly deployed administration and finance system.

Staff participated in an additional two School Development Days with the Bayside Learning Community relating to Future Focused Learning for Student Engagement. Presenters included Dr Simon Breakspear and Dr Michael Nagle.

All staff completed their professional learning goals through the Performance & Development Framework process, including the whole school goal in Reciprocal Numeracy.

Staff have also completed mandatory training in CPR, Anaphylaxis, Code of Conduct, Child Protection 2016 Update and Emergency Care.

In 2017 there were six teachers seeking accreditation and twelve teachers maintaining their accreditation at Proficient.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

| Income | \$ |
|--------------------------------|---------------------|
| Balance brought forward | 409 746.80 |
| Global funds | 385 264.10 |
| Tied funds | 345 737.75 |
| School & community sources | 253 011.55 |
| Interest | 5 583.50 |
| Trust receipts | 4 524.30 |
| Canteen | 0.00 |
| Total income | 1 403 868.00 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 47 080.90 |
| Excursions | 59 447.50 |
| Extracurricular dissections | 80 009.15 |
| Library | 13 895.60 |
| Training & development | 22 615.90 |
| Tied funds | 236 537.15 |
| Short term relief | 106 835.10 |
| Administration & office | 112 400.15 |
| School-operated canteen | 0.00 |
| Utilities | 59 902.20 |
| Maintenance | 32 570.75 |
| Trust accounts | 8 123.05 |
| Capital programs | 11 307.50 |
| Total expenditure | 0.00 |
| Balance carried forward | 1 403 868.00 |

The information provided in the financial summary includes reporting from 17 October to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0.00 |
| Revenue | 481 685.17 |
| (2a) Appropriation | 442 596.21 |
| (2b) Sale of Goods and Services | 650.00 |
| (2c) Grants and Contributions | 38 299.98 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 138.98 |
| Expenses | -188 379.30 |
| Recurrent Expenses | -188 379.30 |
| (3a) Employee Related | -130 875.61 |
| (3b) Operating Expenses | -57 503.69 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 293 305.87 |
| Balance Carried Forward | 293 305.87 |

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

| | 2016 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 3 826 428.71 |
| Base Per Capita | 32 227.17 |
| Base Location | 0.00 |
| Other Base | 3 794 201.54 |
| Equity Total | 472 571.65 |
| Equity Aboriginal | 3 697.28 |
| Equity Socio economic | 18 139.68 |
| Equity Language | 297 442.72 |
| Equity Disability | 153 291.97 |
| Targeted Total | 68 731.48 |
| Other Total | 46 954.77 |
| Grand Total | 4 414 686.61 |

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.

Literacy

In Year 3, ninety-one students participated in NAPLAN. 59% of Year 3 students placed in the top two NAPLAN bands for Reading. 67% of Year 3 students placed in the top two NAPLAN bands for Writing. 62% of Year 3 students placed in the top two bands for Grammar & Punctuation. 67% of Year 3 students placed in the top two bands in Spelling.

In Year 5 seventy-nine students participated in NAPLAN. 39% of Year 5 students placed in the top two NAPLAN bands for Reading. 22% of Year 5 students placed in the top two NAPLAN bands for Writing. 47% of Year 5 students placed in the top two bands for Grammar & Punctuation. 42% of Year 5 students placed in the top two bands in Spelling. 96% of students in Year 5 recorded positive growth in NAPLAN Reading.

Numeracy

In Year 3, ninety-one students participated in NAPLAN.

37% of Year 3 students placed in the top two NAPLAN bands for Data, Measurement and Space & Geometry. 44% of Year 3 students placed in the top two NAPLAN bands for Number, Patterns & Algebra.

In Year 5, seventy-nine students participated in NAPLAN. 34% of Year 5 students placed in the top two NAPLAN bands for Data, Measurement and Space & Geometry. 38% of Year 5 students placed in the top two NAPLAN bands for Number, Patterns & Algebra. 100% of students in Year 5 recorded positive growth in NAPLAN Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016 Carlton South Public School used the Tell Them From Me Survey for the second year, to gain a deeper insight into how parents, students and teachers feel about the school and to provide comparative data to inform and assist with school development. The survey provides insight into key elements; student engagement, wellbeing and learning, teacher satisfaction and parental perception and involvement in the school.

Student Survey

The Tell Them From Me Student Survey was completed by 215 students

Year 4: 76

Year 5: 77

Year 6: 62

Their response are presented as follows.

From the data collected 96% of students at Carlton South Public School believe that education will benefit them personally and will have a strong bearing on their future. Student's participation in extracurricular activities is high, with 62% of students taking part in art, drama or music groups compared with 55% in NSW DoE norm. The data also highlights that 96% of the students display positive behaviour at school, which is well above the NSW DoE norm of 83%. Students indicated that they are interested and motivated in their learning, 82%, which is above the 78% in most NSW Government schools. A recorded drop in the number of students who are victims of bullying since the 2015 survey is positive and will continue to be an area monitored by the school. A future focus will also be helping students develop positive relationships with their peers as 81% of students felt that they had friends

at school that they can trust and who encourages them to make positive choices compared to 85% in other NSW DoE schools.

Teacher Survey

This year thirty-two teachers participated in the Tell Them From Me Teacher Survey, this is almost double from the number in 2015. Their responses are presented as follows:

Staff at Carlton South Public School feel that their school is an inclusive school with a positive learning culture. There is a strong sense of collaboration between staff with 82% of staff identifying that they talk with other teachers about strategies that increase student engagement. Teachers understand that data informs practice and 82% believe that assessments help them to understand where their students are having difficulty as well as 86% use the results from formal assessment task to inform their lesson planning. One area of focus that has been identified from the survey is that teachers need to provide more written feedback to their students each week. Technology will continue to be an area of improvement at Carlton South Public School, however teachers feel there has been improvement in the area since the 2015 survey with 59% of the survey staff, compared to 45% now use computers or other interactive technology to give students feedback on their learning. Teachers also identified that there has been a significant improvement in school leaders taking time to observe their teaching practice, 65% in 2015 and 82% in 2016.

Parent Survey

The Tell Them From Me Parent Survey (Partners In Learning) had seventy-one respondents. Parents at Carlton South indicated that they felt welcome when visiting school and they also felt well informed. Parents feel that the school is a safe environment (78%) for their child and believe that the school supports positive behaviour (77%). An area of concern highlighted is that parents feel they need more information on their child's social and emotional development. In addition, the survey indicates that only 63% of parents surveyed feel that they support learning at home. The majority, 96%, of parents surveyed attend meetings at school and 99% of parents surveyed talked to a teacher at school.

Common themes across the student and parent surveys were homework with 70% of our students having positive homework experiences compared with NSW Government norm of 63%. Parents indicated that their children did less than half an hour homework each day which is currently in line with our school's Homework Policy.

While there has been a definite increase in teachers and parents completing the survey in 2016, it will continue to be an element promoted at school to allow our school to gather a larger volume of data.

Policy requirements

Aboriginal education

Carlton South Public School is committed to providing Aboriginal Education that encourages partnerships between school, community, students and teachers. These partnerships are vital for the continuation and expansion of services that support the achievements of Aboriginal students, while educating all students about Aboriginal Australia.

In 2016 our school had seven Aboriginal students enrolled across K–6. For the first time in our ninety-four year history, we welcomed our first Aboriginal school captain.

This year, several staff members completed professional learning and participated in regular network meetings in Aboriginal Education and Wellbeing, as part of the Ultimo Operational Directorate.

2016 also marked the last year of Norta Norta Funding. Additional financial assistance was allocated to the school, by the Department of Education, calculated according to enrolment numbers. This funding enabled the school to participate in the following projects and events:

Yarn-Up Public Speaking Program – Four Aboriginal students from Stage 3 successfully showcased their talents in an impromptu speaking, public speaking and debating competition held at NSW Parliament House. The Program aims to engage Aboriginal students by connecting them with an understanding of themselves, each other and the communities in which they live.

Deadly Kids Doing Well Achievement Award – Carlton South Public School nominated one Aboriginal student for academic achievement and leadership. This prestigious award was held at the UTS Great Hall with an introductory speech, led by our school captain, to an approximate audience of 500. A school plaque was also installed, in our foyer area, in recognition of these recipients.

Koori Art Expression Creative Art Program – Eight students (indigenous and non-indigenous) from across the school participated in this visual arts program. The focus of this annual program is to develop and deepen an understanding of Aboriginal culture and heritage for all students and teaching staff. Students created work based on the NAIDOC 2016 theme ‘Songlines – The Living Narrative of our Nation’ – providing them with an opportunity to express their understanding and appreciation of this topic. The exhibition was very popular, running from November to the end of January at the Australian National Maritime Museum.

Bodallamu and Kari School Transition Program – Backpacks were provided to our Aboriginal students beginning primary school or transitioning to high school. The backpacks contained a range of resources and culturally rich literacy and numeracy activities, which were well received and informative. In addition, support staff accompanied many of these students to their new schools during the orientation period.

NAIDOC and ANZAC Day Commemorations – Aboriginal perspectives were studied as part of a whole

school ANZAC assembly and NAIDOC incursion day. Tributes were made to all Aboriginal and Torres Strait Islander soldiers who served in the Second World War and all members of the school community were encouraged to attend. Our NAIDOC commemoration was led by Wiradjuri Elders and featured a Welcome to Country, Smoking Ceremony, and three rotating activities involving traditional songs, stories, dance and art, recording the travels of ancestral spirits across land, sea and sky. Students sampled an optional ‘bush tucker’ lunch and a newly planted native garden and accompanying mural, were formally opened.

Ngara Wumara Research Project – Carlton South Public School accepted an invitation by the Australian Catholic University and the NSW DoE to participate in a longitudinal study to identify the key drivers of educational success and well-being for high-ability Aboriginal students. This research will continue to monitor student achievement in literacy and numeracy over the next three years. Data will be fed back to the school identifying factors and strategies (individual, classroom, school and community) that optimise high-ability Aboriginal students’ wellbeing and academic functioning.

Lastly, Carlton South Public School promotes respect for the unique and ancient culture of the Aboriginal people by acknowledging the traditional custodians of the land in assemblies and integrating Aboriginal perspectives across all subject areas so students can develop a deep knowledge and understanding about Australia’s first peoples.

Multicultural and anti-racism education

The rich cultural diversity within the Carlton South school community provides valuable opportunities for multicultural education within the classrooms.

Overall 75% of students at Carlton South Public School come from a language background other than English. These students represent a total of 53 different language groups..

Units of work are planned by teachers across all stages to include a multicultural perspective, recognising and valuing the backgrounds and cultures of our students. Classroom teachers are supported by English as an Additional Language/Dialect (EAL/D) staff in meeting the learning needs of students with a Language Background other than English (LBOTE) and EAL/D students.

During 2016 the whole school once again celebrated Australia’s cultural diversity on Harmony Day. Students and staff dressed in clothing from their cultural backgrounds or orange colours, to represent harmony, and participated in a variety of activities to promote tolerance and understanding under the theme “Everyone Belongs”. Each class invited special parent/grandparent guests to speak to the children about their culture. The variety of speakers shared traditional stories and delivered cooking, art and craft lessons from their culture.