

# Carrington Public School

## Annual Report



2016

1518

## Introduction

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

Meredith Lindsay

Principal

### School contact details

Carrington Public School

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4969 3707

# School background

## School vision statement

### Vision

Students strive to reach their potential while developing creative, collaborative and technological skills. Our students are respectful, responsible and resilient 21st Century learners.

Students will have success for today and be prepared for tomorrow.

### Mission Statement

To achieve our vision, we will enable our students to become independent learners with the desire, the skills and the abilities necessary for lifelong learning. This will require creating a learning environment which is centred on students, directed by teachers, and supported by home and community.

### Belief

We believe in offering more in education.

## School context

Carrington Public School is a growing school achieving 5 classes for 2016. It is located in an inner city area of Newcastle. The suburb is close to industry, recreation and the Newcastle Harbour and is in the process of experiencing urban renewal. There are 104 students enrolled for 2016. Students are predominantly from an Anglo-Saxon background. In 2016, thirteen Aboriginal students are enrolled and nine students have English as an additional language or dialect .

The staff is a mix of highly experienced and teachers in their first five years. Carrington Public School has extremely dedicated teachers consisting of 5 full time and 3 part time teachers, including a part time English as an Additional Dialect (EALD) teacher. In 2016, the school also has 2 School Learning Support Officers, Learning and Support Teacher, a School Assistance Officer, a School Administration Manager and a General Assistant. All teaching staff meet the professional requirements for teaching in NSW public schools.

Our aim at Carrington Public School is to provide high quality teaching instruction that meets the learning needs of every student. Optimum performance is encouraged in all learning experiences. The staff at Carrington Public School value our community and believe that a child's success is based on a three-way partnership between staff, parents and students. Through this partnership we aim to create students who are:

- Lifelong Learners
- Independent Thinkers
- Respectful Individuals
- Responsible Citizens

Carrington enjoys the support of its parent body, with an active P&C who run the canteen, the Carrington Village Markets and all fundraising initiatives.

# 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. 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. Time was dedicated during staff meetings to examine the Framework's implications for informing, monitoring and validating the journey of excellence at Carrington Public School. We aligned the School Excellence Framework with our School Plan to ensure that elements of the Framework were being addressed, thus enabling us to monitor and review our progress throughout the year to assess areas of future development. Working collaboratively the entire teaching staff are focused on meeting the high expectations of the School Excellence Framework.

In the domain of Learning, our efforts were centred on wellbeing, learning and individual learning needs. We continue to maintain a student centred focus by assisting students to develop an understanding of their personal strengths and abilities, with a focus on continuous improvement by setting personal goals. With in the classroom students are supported to focus on self-regulation and reflection. We have identified developments in the domains of Learning, Culture and Wellbeing with external validation through student feedback through *Tell Them From Me* and school based data around behaviour referrals. This has been supported through the use of the Literacy and Numeracy Continuums to monitor the student progression, student conferencing sessions, students personal goal setting and the Positive Behaviour for Learning program. The school has shown a strong performance in creating a positive and productive learning culture amongst staff and students. The Positive Behaviour for Learning Program supports the fundamental importance of wellbeing in providing an environment where a culture of trust, respect and the valuing of each other is evident. At Carrington Public School the learning community strives to be safe, kind and respectful learners. The results have been evident in the way that students are relating to each other and the levels of student engagement in learning. In 2016, Carrington Public School students exceeded state growth in NAPLAN in all areas .

Our major focus in the domain of Teaching has been on collaborative practice to support professional growth for staff members. Staff used the Literacy and Numeracy Continuums to monitor the progression of the student learning. This data was analysed in staff meetings to support students and to review teaching and learning practices. Staff shared assessment tasks to monitor consistent teacher judgement across a number of Key Learning Areas. This collaboration enabled professional discussions with a focus on both improving teaching practice and student outcomes. Improvement in practice was further strengthened through lesson observations where teachers participated in Quality Teaching Rounds. Quality Teaching Rounds involve teachers visiting other classrooms around the school to observe practice. They participated in discussion, reflection and feedback sessions. This process has resulted in a collective improvement in data analysis and consistent teacher judgement. Teachers are developing their own evidence-based practices through evaluation and reflection.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. Focus was on continuing to improve the quality of current school systems, and to effectively embed new systems based on the current reforms and initiatives at Carrington Public School. School programs, resources and the physical environment have been maintained to support the quality teaching and learning that occurs here at Carrington Public School. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to effective management practices and processes, leadership development and building the capabilities of staff to create a dynamic school learning culture.

Our self-assessment process will 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

### High Quality Learning

#### Purpose

To help students develop an understanding of their personal abilities and create self-confident lifelong learners who are focused on continuous improvement and prepared to lead and contribute positively to our society.

#### Overall summary of progress

Carrington Public School has planned learning opportunities to help students develop an understanding of their personal abilities and create self-confident lifelong learners. The Positive Behaviour for Learning (PBL) program has been implemented across the school. The program teaches children to be safe, kind and respectful learners who are focused on continuous improvement and prepared to lead and contribute positively to our society. The school has focused on a number of initiatives to build the school's culture such as the Annual Performing Arts Concert and the Annual Community Art Exhibition. These programs have supported students and have increased student engagement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Student growth in NAPLAN is either at or above state average in all areas.</p> <p>90% of students demonstrate expected growth per semester across DEC Literacy and Numeracy Continuums relevant to PLP goals.</p> <p>50% reduction in the number of welfare incidents related to peer conflict.</p>	<ul style="list-style-type: none"><li>Exceeded state growth from Year 3 to Year 5 for all recorded areas of NAPLAN</li><li>75% of students in Year 7 reached or exceeded expected growth in spelling.</li><li>The Tell Them from Me Surveys indicated that: 89% of Year 4 – 6 students felt that they tried hard to succeed in their learning</li><li>In Literacy, 78% of students across the school achieved their PLP goals (65% in 2015)</li><li>In Numeracy, 82% of students across the school achieved their PLP goals (72% in 2015)</li><li>A survey of students regarding goal setting indicated that as a result of student conferencing 86% of students know where they need to improve in their learning.</li><li>51% reduction in the total number of welfare incidents related to peer conflict. (16% of total 2016, 31% of total 2015)</li></ul>	<ul style="list-style-type: none"><li>Socio-economic background (\$4500.00)</li><li>PL and implementation through PBL team (\$0.00)</li><li>Socio-economic background (\$600.00)</li><li>Casual for PLP Meetings – 5 days</li><li>Low level adjustment for disability (\$4500.00)</li><li></li></ul>

#### Next Steps

- Continue to implement and build on the PBL program. Increase the professional learning opportunities for the members of staff in the PBL team and strengthen its support within the whole school community.
- Continue to embed practices for parents to be engaged and understand the learning progress of their children and how to support them to learn.
- Continue to strengthen the extra curricular opportunities for students within the school.



## Strategic Direction 2

### High Quality Teaching

#### Purpose

Teachers engage in professional training and development so that they can: deliver programs that reflect current educational research of best practice; improve their pedagogy; meet BOSTES requirements; and deliver a quality education to their students, resulting in improved learning outcomes.

#### Overall summary of progress

The school has systems in place to support high quality teaching within the school. Teachers followed a regular assessment schedule, including recording data in PLAN and on Student Progress Cards (SPC). Teachers prepared Individual Education Programs (IEPs) for students with additional needs and Personal Learning Plans (PLPs) were developed for every student accordingly, in consultation with parents/carers, teachers, students and the Learning and Support Teacher (LaST). PLP meetings were held every semester with high parent attendance rates. They allowed current student data to be shared with both the student and their carer and new learning goals to be established in partnership. These initiatives continue to have significant impact on student engagement and student learning, particularly for equity groups.

All teachers undertook professional learning to develop skills, knowledge and professional capabilities to confidently implement all NSW Education Standards Authority (NESA) syllabi. This has allowed teachers to develop their programs so that the new curriculum is implemented effectively. Teachers continued their learning journeys participating in professional learning to develop the skills and capacity to manage a range of technologies to implement activities to facilitate Century 21st Learning. One member of staff commenced training the Speech Sound Pics Program (SSP) to develop a deep understanding of latest research into the best practice for the teaching of reading, writing and spelling. Teachers successfully participated and benefited from Quality Teaching Rounds, lesson study and observing peers and teachers at other schools. This has resulted in more collaborative practice, shared purpose and changes in pedagogy which have improved and enhanced student outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of students have reached expected targets in spelling, writing and reading.  100% of teacher programs include regular reference to the use of technology and implementation of activities that develop problem solving, critical analysis and creativity.  100% of teachers can identify improvements in their pedagogy and their classroom data.	<ul style="list-style-type: none"><li>• The implementation of the Speech Sound Pic (SSP) program shows 33% increase in students in Year 3 spelling 'at proficiency level'</li><li>• Exceeded state growth from Year 3 to Year 5 for all recorded areas of NAPLAN</li><li>• 38.5% of students in Year 3 attained Band 6 for spelling</li><li>• 100% of teacher programs included regular implementation of technology as referenced in the Program Review</li><li>• 80% of classes had a class blog</li><li>• 100% of staff used PLAN data to guide student conferencing</li><li>• 100% staff used PLAN data to prepare the Student Progress Cards.</li></ul>	<ul style="list-style-type: none"><li>• Professional Learning Quality Teaching, Successful Students (QTSS) (\$2500.00)</li></ul>

#### Next Steps

- continue to collect PLAN data and send the parent feedback report home to parents at the end of each term.
- Increase staff understanding and use of technology and 21st Century skills. Class blogs to be established or other community sharing platforms.
- All teachers participate in professional development sessions, including Quality Teaching Rounds and participate in consistent teacher judgement sessions.



## Strategic Direction 3

### High Quality Systems and Processes

#### Purpose

To improve the quality of current school systems and embed new systems based on reforms and initiatives relevant to Carrington Public School.

#### Overall summary of progress

The Performance Development Program enabled staff to engage in their personal learning goals and Professional Development. The reflective process guided the ongoing development of all staff, at an individual level and for the planning of the Professional Learning Schedule. Teachers have aligned their goals with the School Plan and have actively supported their implementation. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

All teaching staff have developed teaching/learning programs (including: planning, scope and sequence, programming and assessing) that are best practice and reflect DoE and NESA requirements.

Staff have engaged with the new strategic planning process and its implementation of the school's milestones. Routine monitoring of the School Plan through evaluation and validation processes have ensured that a strong, positive and strategic approach to the progress of the school has taken place.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of staff report they have achieved their annual professional learning goals.  85% of school surveys indicate a high level of student, staff and parent satisfaction with school learning and environment.  100% of staff participate in Quality Teaching Rounds	<ul style="list-style-type: none"><li>• 100% of staff value the process but will reassess the amount and depth of their goals in 2017.</li><li>• 80% staff achieved their annual professional learning goals.</li><li>• 97% of parents surveyed identified that they were satisfied that student conferencing was a beneficial process.</li><li>• 100% staff participated in the training for the Quality Teaching Rounds and they stated that they found this process beneficial.</li></ul>	<ul style="list-style-type: none"><li>• PL sessions and staff meetings TTFM resources (\$0.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$1000.00)</li></ul>

#### Next Steps

Increase staff knowledge of the School Excellence Framework and participation in the collection of the evidence relating to the impact of initiatives in the School Plan and its alignment with the School Excellence Framework.

Continue the successful implementation the new History and Geography curriculums through professional learning opportunities.

Continue to successfully support and implement the Learning, Management and Business Reform (LMBR), including training additional members of staff.

Continue to participate in the *Tell Them From Me (TTFM)* surveys.

All teachers participate in professional development sessions, including Quality Teaching Rounds and participate in consistent teacher judgement sessions.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Strategic Direction 1</p> <p>This year all Aboriginal boys participated in a Didgeridoo group which helped support engagement across all school activities.</p> <p>Strategic Direction 2</p> <p>All students have a Personalised Learning Plan (PLP) that includes cultural goals for Aboriginal students. Aboriginal families were consulted and attended PLP meetings. Aboriginal students received curriculum support from an SLSO or through the reading program MultiLit where needed.</p>	<p>Didgeridoo tutor</p> <p>Drumming teacher</p> <p>School-wide Personalised Learning Plans</p> <p>Professional Learning</p> <p>SLSO support</p> <p>Positive Behaviour for Learning (PBL) support</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$6 069.00)</li> </ul>
<b>English language proficiency</b>	<p>Strategic Direction 2</p> <p>Students were provided with SLSO support to assist them in Literacy programs including: oral speech; Speech Sound Pics (SSP – a phonemic awareness program), and teachers focused on writing using techniques from the Ann Morrice Literacy Method (2015) and other methods.</p> <p>Strategic Direction 3</p> <p>Kindergarten students were assessed by a Speech Pathologist to provided an early diagnosis of speech problems and thus provide early intervention. Staff members were also provided in class observations and training experiences with Speech Pathologists. The PILP team also provided Professional Learning in Staff meetings.</p> <p>Across the school NAPLAN data, Classroom observations and Student Feedback sheets monitored the success and progression of the students with 13% more students achieving their negotiated literacy goals compared to 2015.</p>	<p>SLSO support,</p> <p>PILP program Northcott and Language resources</p> <ul style="list-style-type: none"> <li>• English language proficiency (\$6 843.00)</li> </ul>
<b>Low level adjustment for disability</b>	<p>Students were provided with SLSO support to assist them in participating in classroom activities. PLPs were negotiated for 100% of students. Student conferencing sessions were held to provide feedback on PLP goals. Analysis of the Student Progress Cards monitored student achievement.</p>	<p>Multilit program</p> <p>SLSO support</p> <p>Professional Learning for staff</p> <p>Program monitoring</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$42 899.00)</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Staff were trained in and participated in Quality Teaching Rounds. They participated in professional reading, lesson studies and discussions to provide feedback.</p>	<p>Professional Learning</p> <p>Release for observations</p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$3 000.00)</li> </ul>

<p><b>Socio-economic background</b></p>	<p>Strategic Direction 2</p> <p>Staff engaged in intensive Professional Learning in the teaching of spelling and writing. This has resulted in deeper knowledge of methodologies which has increased student engagement. Targeted students were also supported through the Multilit program to improve reading and spelling.</p> <p>Strategic Direction 3</p> <p>All feedback from community, wider community, staff and students attest to the positive relationships built between the whole school community as indicated by maintaining enrolment levels 2015 to 2016.</p>	<p>Multilit program</p> <p>Professional Learning</p> <p>PLP sessions</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$6 605.00)</li> </ul>
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## Student information

\*Full Time Equivalent

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	42	41	45	47
Girls	42	43	41	52

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	89.9	92.2	90.2	89.6
1	92.9	90	90.8	92
2	90.9	93.5	91.8	90.3
3	92.9	89.6	92.2	92.5
4	92.5	93.8	89.5	95.8
5	91.8	83.2	93.8	97
6	93	91.8	93.2	96.5
All Years	92.1	91.3	91.6	93.1
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

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	83
Postgraduate degree	17

### Professional learning and teacher accreditation

In 2016, one new scheme teacher submitted her application and achieved Proficiency.

## 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.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	4.41
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	1.61
Other Positions	0.03

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>97 485.37</b>
Global funds	40 614.25
Tied funds	53 448.66
School & community sources	33 130.25
Interest	1 132.35
Trust receipts	142.00
Canteen	0.00
<b>Total income</b>	<b>225 952.88</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	7 133.22
Excursions	710.13
Extracurricular dissections	12 962.94
Library	300.53
Training & development	169.50
Tied funds	62 178.52
Short term relief	9 723.40
Administration & office	14 345.82
School-operated canteen	0.00
Utilities	10 069.98
Maintenance	9 260.85
Trust accounts	142.00
Capital programs	0.00
<b>Total expenditure</b>	<b>126 996.89</b>
<b>Balance carried forward</b>	<b>98 955.99</b>

The information provided in the financial summary includes reporting from 14 June to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	223 473.38
(2a) Appropriation	197 217.86
(2b) Sale of Goods and Services	29.90
(2c) Grants and Contributions	25 584.51
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	641.11
<b>Expenses</b>	-129 833.66
Recurrent Expenses	-129 833.66
(3a) Employee Related	-65 549.55
(3b) Operating Expenses	-64 284.11
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	93 639.72
<b>Balance Carried Forward</b>	93 639.72

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 <b>Actual</b> (\$)
<b>Base Total</b>	819 176.79
Base Per Capita	4 673.88
Base Location	0.00
Other Base	814 502.91
<b>Equity Total</b>	62 416.37
Equity Aboriginal	6 068.60
Equity Socio economic	6 605.21
Equity Language	6 843.29
Equity Disability	42 899.26
<b>Targeted Total</b>	29 539.99
<b>Other Total</b>	32 564.88
<b>Grand Total</b>	943 698.03

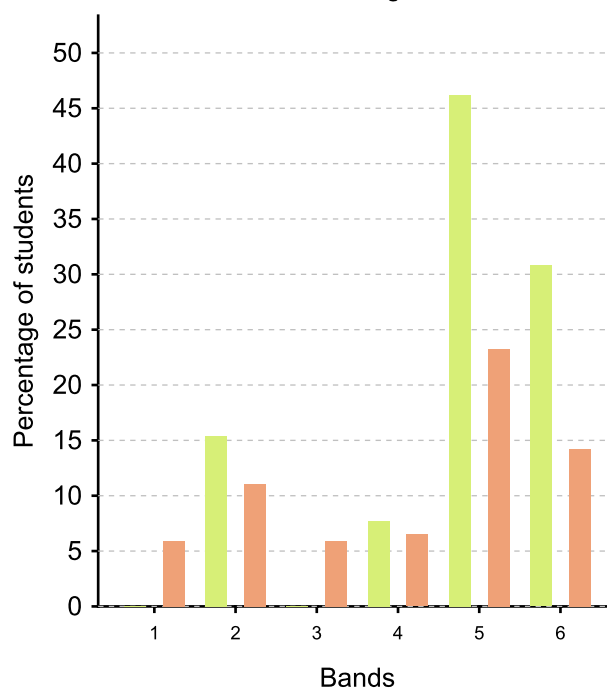
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

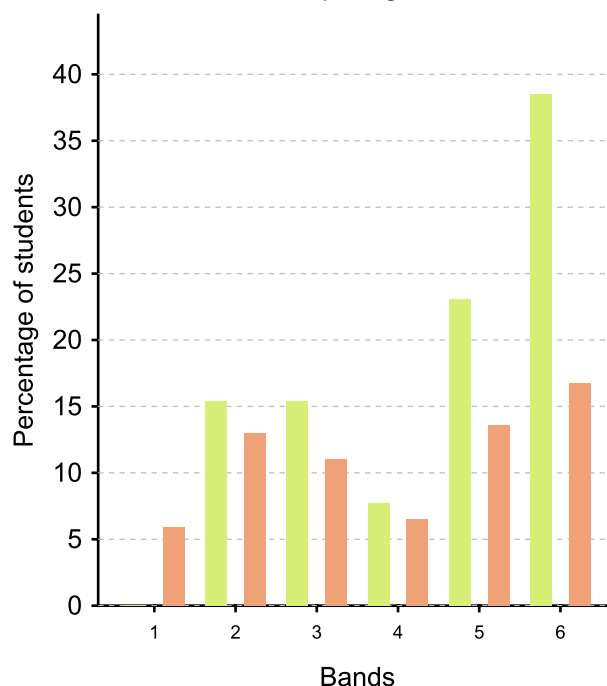
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Percentage in bands:**  
Year 3 Reading



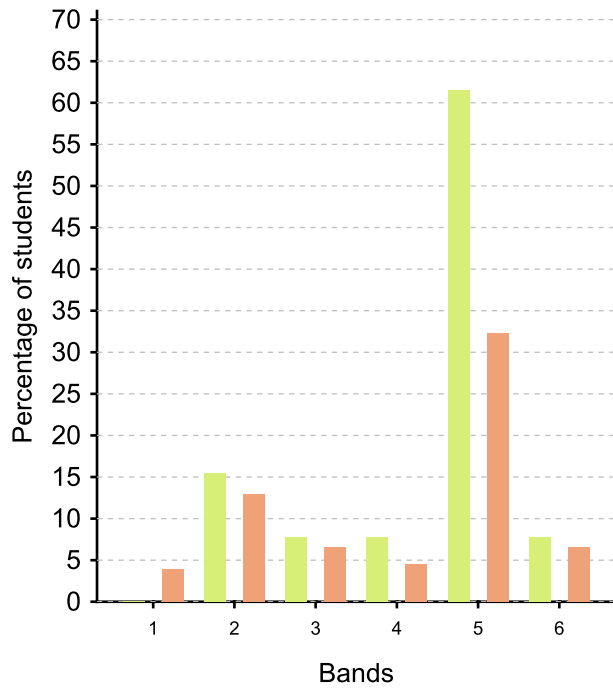
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Spelling

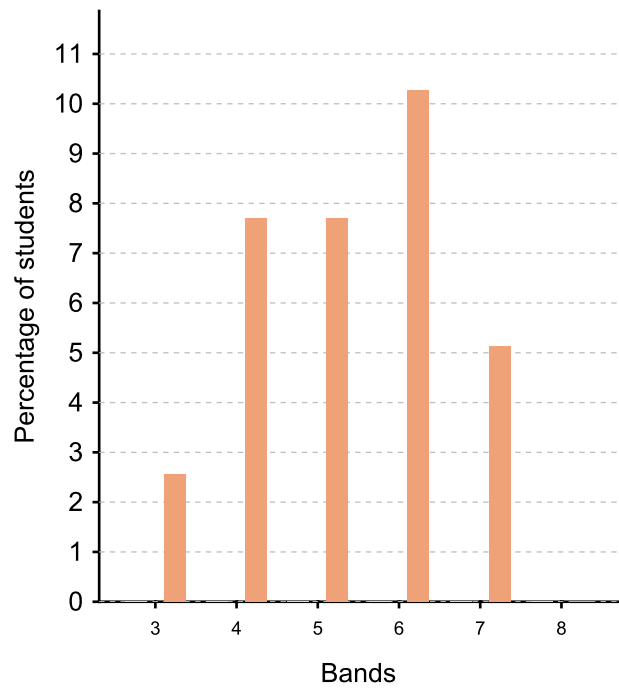


Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Writing



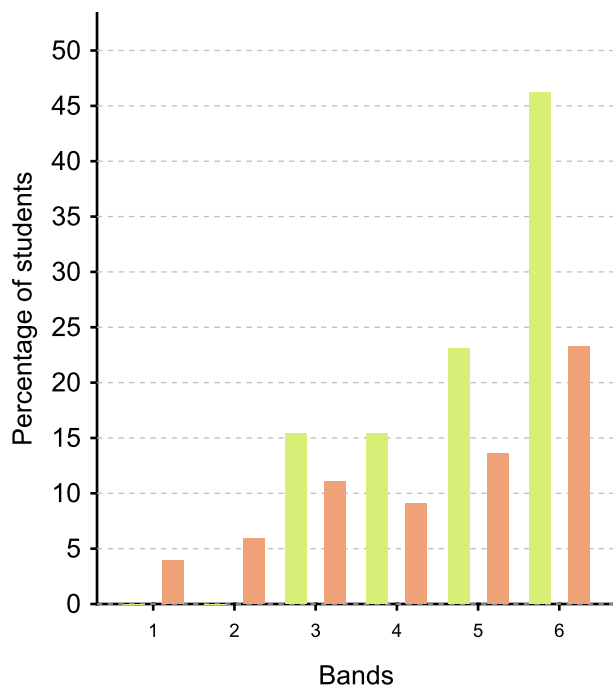
**Percentage in bands:**  
Year 5 Grammar & Punctuation



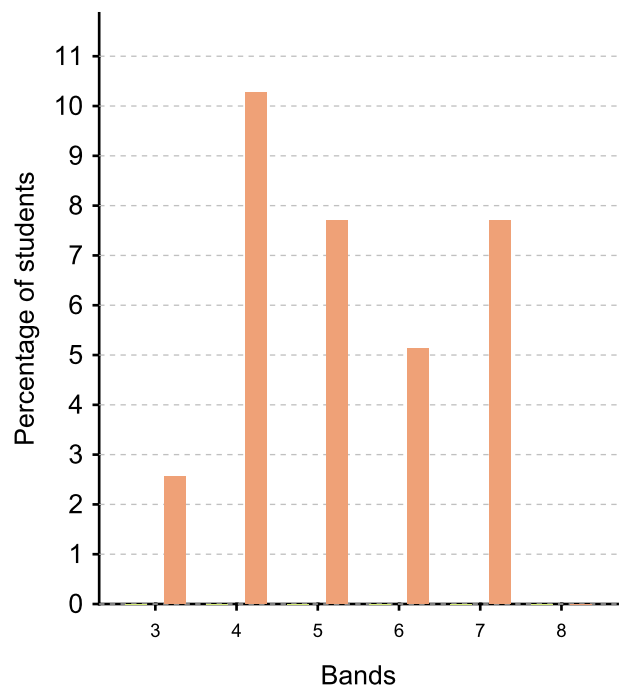
Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Reading

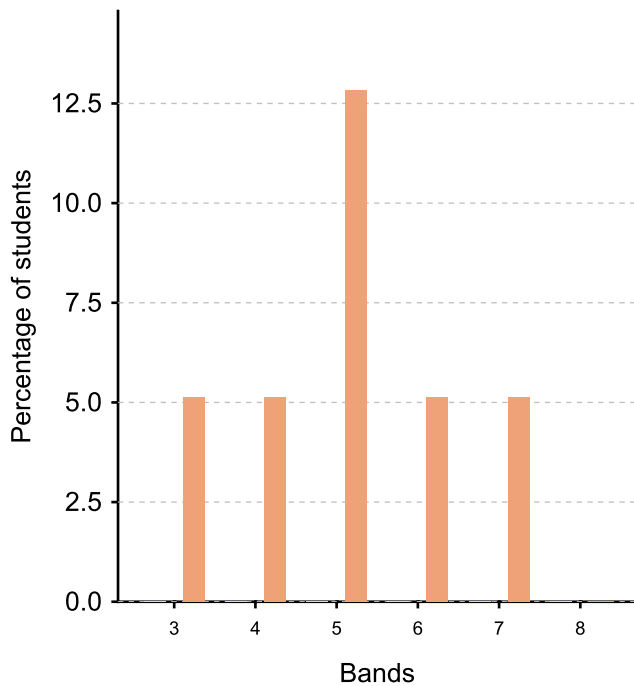


Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016

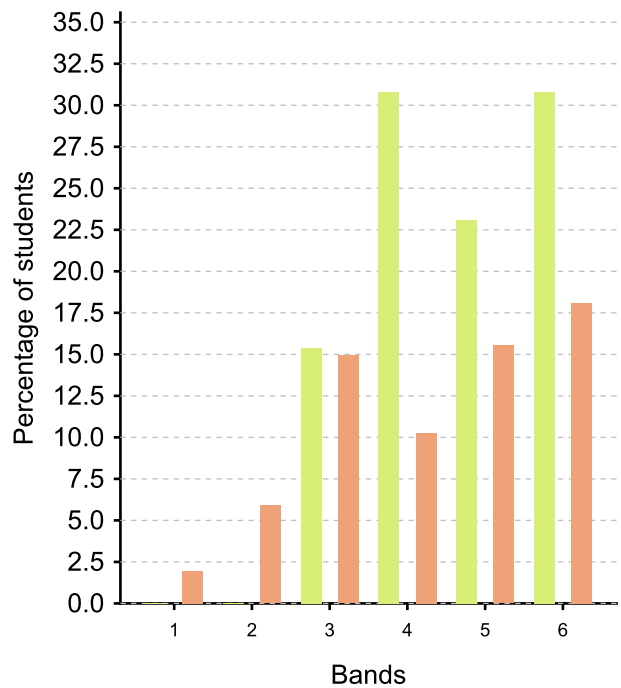


**Percentage in bands:**  
Year 5 Spelling



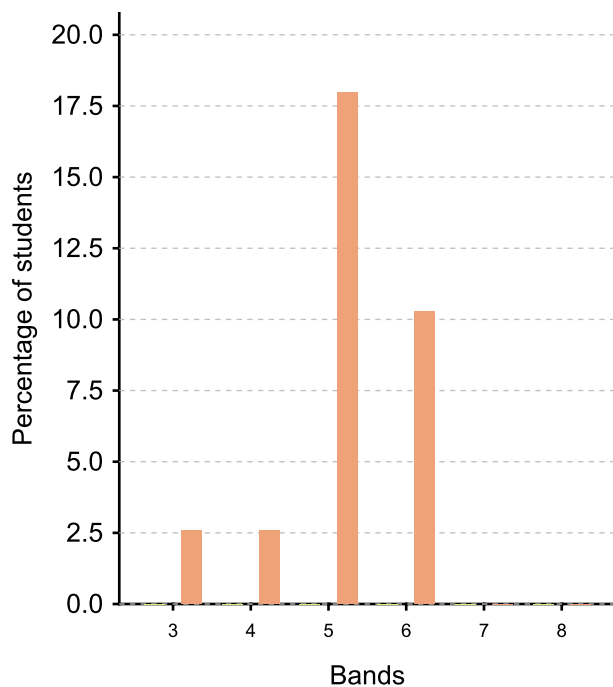
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Numeracy



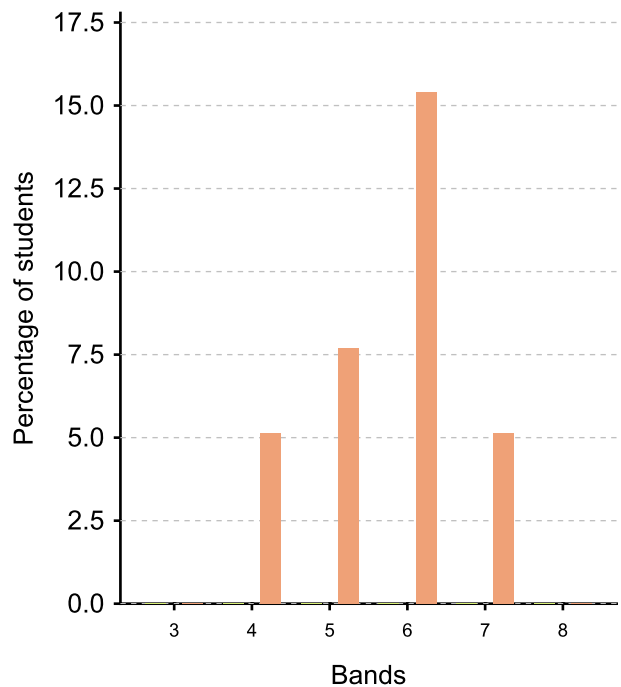
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

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

We utilised the *Tell Them From Me* Survey with parents, staff and students to ascertain the level of satisfaction around the key areas of participation and engagement. Of significant interest were high levels of satisfaction, however, student motivation for boys was significantly lower than for girls. This will be a focus for our Boys Education strategies in 2017.

## Policy requirements

### Aboriginal education

This year all Aboriginal boys participated in a Didgeridoo group which helped support engagement across all school activities.

All students have a Personalised Learning Plan (PLP) that includes cultural goals for Aboriginal students. Aboriginal families were consulted and attended PLP meetings. Aboriginal students received curriculum support from an SLSO or through the reading program MultiLit where needed.

Other initiatives that promoted positive culture experiences for our students that identify as Aboriginal included: drumming group, school wide personalised learning plans, Professional learning for teachers, School Learning Officer support and the implementation of PBL across the school.

### Multicultural and anti-racism education

In line with the School Plan and changes in the curriculum, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

English lessons explored many texts and videos from various cultures. Each class dedicated at least one day to celebrate the culture of the text they were reading. Parents and members of the community contributed food, books and other resources to these events. Multicultural and antiracism education is firmly embedded in teaching and learning programs.