

Carlton South Public School

Annual Report



2017



1513

Introduction

The Annual Report for 2017 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.

Mr 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 5777

Message from the Principal

I am pleased to present the 2017 Annual Report of Carlton South Public School. Our school community has continued a journey of growth in a year of consolidation after significant reform across all public schools in NSW in the last few years.

2017 also marks the final year of the new planning model introduced in 2015, that has been successful in enabling school leaders to respond to the local needs of students, staff and school community.

The School Plan 2015–2017 with the 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.

The year 2017 has been very productive and enriching with several highlights and successes to celebrate within the classroom and wider-school context. The year also saw the appointment of a new deputy principal Mrs Suzi Chosid. Some highlights from 2017 include the:

- Sustained improvement in 2017 NAPLAN results in Year 3 with data over the past five years indicating student results are significantly on an upward trajectory in Literacy and Numeracy across the top two achievement bands. Reading 62% (46% in 2012), Writing 59% (51% in 2012), Spelling 70% (57% in 2012), Grammar & Punctuation 72% (54% in 2012) and Numeracy 53% (37% in 2012). Student results have improved by an average of 14% across all domains;
- Positive feedback from members of the school community via the 'Tell Them From Me' surveys. Our school community has participated in these surveys over the past three years and data during this time-frame indicates pleasingly high levels of satisfaction from all stakeholders across all aspects of the school's operation. Parents have highlighted the communication practices, inclusive school, welcoming environment and expectations for behaviour as strengths (all significantly above NSW Govt. Norms). Students have highlighted opportunities for extra curricular activities, positive sense of belonging and expectations for success as strengths. Similarly, these results have been significantly higher than state norms over the past three years;
- Ongoing success of the Bayside Community of Schools (CoS). Bayside CoS was presented with an Ultimo Operational Directorate Award in 2016 and this year collaboration across the seven Bayside CoS increased with an explicit focus on professional learning. Over the past three years, the Bayside CoS has been able to engage a number of high profile presenters. In 2017 Dan Haesler and Ann McIntyre were engaged to deliver quality professional learning linked to common strategic directions across the CoS. 2017 also saw the launch of the Bayside CoS Gifted and Talented Education Network and a continued focus on STEM with partner high schools.

As the principal of Carlton South Public School, I am very lucky and privileged to work with such a dedicated group of

teaching professionals who make a positive impact on their students and their learning every day.

Furthermore, I'd also like to take the opportunity to thank the School Administrative and Support Staff who do a magnificent job in ensuring school operations run as smoothly as possible each year.

Lastly, 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 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.

Mr 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 625 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 a 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.

Teaching staff have been provided with a number of opportunities to engage with the School Excellence Framework and were involved in teacher professional learning sessions consolidating their knowledge of 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 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, Assessment & Reporting and Student Performance Measures.

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

Leading: Sustaining and Growing for the elements of: Leadership, School Planning, Implementation & Reporting, School Resources and 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 the promotion of future focused learning with an explicit emphasis on syllabus general capabilities to foster competencies relating to collaboration, communication, creativity and critical thinking. Carlton South Public School's promotion of these skills and inquiry based learning has led to improved levels of student engagement and a shift in pedagogy. Opportunities for students to be engaged in robotics and coding have proven to be very popular across the school. Another key school process is related to student wellbeing. The Promoting Positive Behaviour program is now in its third year and has been successful in promoting a whole-school approach to wellbeing with clearly defined expectations linked to formative assessment strategies. The learning element of curriculum and learning has been facilitated through the successful implementation of Differentiated Literacy & Numeracy Programs. Carlton South Public 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 focused on problem solving. Learning elements relating to assessment and reporting have been facilitated through the school's involvement in 'Embedding Formative Assessment Across the Curriculum' project. As a result, an action plan was developed and committee established utilising evidence-based practices developed by the likes of John Hattie and Dylan Wiliam. This year, the primary focus of formative assessment was to embed the teaching strategies of learning intentions and success criteria in writing. Formative assessment strategies will continue to be promoted into 2018 focusing on feedback.

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 practices through the successful implementation of the Performance and Development Framework, now in its third 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 utilised the professional standards to reflect on their teaching practice and guide them with goalsetting. A whole-school goal related to embedding formative assessment strategies was established K–6. The QTSS (Quality Teaching Successful Students) allocation has helped facilitate a collaborative culture whereby teaching staff have had opportunity to observe the practice of teaching colleagues and work shoulder-to-shoulder in team teaching situations.

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. Teaching staff 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 2018. Dan Haesler and Ann McIntyre were engaged by the Bayside Community of Schools to present keynotes and workshops at School Development Days in 2017. Dan Haesler delivered a session relating to student engagement and mindset, whilst Ann McIntyre's session related to evidence-based practices linking to high performing school systems.

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. Several staff members participated in a variety of workshops aligned to the AISTL Australian Principal Standard, specifically leading improvement, innovation and change. These sessions were delivered by the deputy principal to aspiring leaders and the school executive. Two school leaders were also successful in undertaking the NSW Public School Leadership and Management Credential, with the deputy principal successfully undertaking the NSW Primary Principals' Association Principal Credential Program. Promoting opportunities for improved parental engagement and building purposeful relationships have continued to be a focus throughout 2017 with school leaders promoting a continuous improvement focus with school management practices and processes. Parents have had the opportunity to attend parent information sessions and workshops that have focused on promoting collaborative partnerships between home and school, engaging parents in their child's learning.

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/sef-evidence-guide>

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: Teachers 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 future focused learning competencies such as collaboration, communication, creativity and critical thinking. Levels of access to technology in the 'Connected Classroom' has improved (with recent furniture upgrades) and the library has continued as a centre of innovation to promote coding and robotics K–6. EngQuest, an enrichment STEM Program was also launched in 2017. Additional technology resources have been purchased particularly to promote future focused learning such as iPads, robotics and green screen technology. Coding Club was established this year and the robotics program was expanded to include all Kindergarten students. Targeted teacher professional learning programs were scheduled to upskill teacher competency in the use of technology in the classroom with a continued focus on G Suite for Education. More staff are engaging with 'G Suite' and this has been the focus for many staff through the performance and development process and the Quality Teaching, Successful Students (QTSS) allocation through observations and mentoring. School staff have been instrumental in leading the GRFFN (Georges River Future Focused Network) and hosting a number of professional learning sessions across the network. Combined School Development Days by way of the Bayside Community of Schools have also focused on promoting future focused learning with presentations relating to student engagement and mindset.

Process 2 Differentiated Literacy & Numeracy Programs: A comprehensive review of learning support processes was undertaken in 2017 to ensure that programs were extended to students most in need. Utilising evidence-based teaching practices to promote personalised learning for students, the learning and support team was restructured and the role of the LaST redefined to provide increased levels of in-class support. 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 third year) continued until the end of Semester 1, 2017. 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. Final assessments were organised K–6 and significant growth in student outcomes was evident. Semester 2 data indicated that there was an increase of 30% of students K–6 in their ability to successfully solve open-ended word problems. Increased numbers of teaching staff received learning and development in L3 (Language Learning and Literacy) and by the conclusion of 2017 all teaching staff K–2 were accredited. This differentiated literacy program sets high expectations and has resulted in approximately 80% of students reaching the expected reading levels and many exceeding the expectations by the end of Kindergarten.

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 that has been based on the Positive Behaviour for Learning (PBL) philosophy. Throughout 2017, 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 Wellbeing Framework for Schools. Evidence of impact has been demonstrated through recent data analysis via the 'Tell Them From Me' Student Survey; 78% of students have a high sense of belonging, 84% of students have positive peer relationships and 96% of students value school outcomes. Most significantly, 91% of students feel they demonstrate positive behaviour at school, which is 8% above the NSW Department of Education norm. In 2017, Promoting Positive Behaviour lessons were reviewed, updated and linked to formative assessment strategies of learning intentions and success criteria. Overall, eight 'Carla Badges' were presented in 2017 to students who had accumulated three gold awards. School data provided by 'SENTRAL Wellbeing' was reviewed and results indicated that although there was a slight increase in instances of negative playground behaviour, this was largely due to multiple incidents recorded by a small group of the student population (179 incidents in 2016 as opposed to 205 incidents in 2017).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in Year 3 NAPLAN	Literacy Budget \$12000	Students placed in the top two achievement bands

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Numeracy results with 48% of students placing in the top two achievement bands in 2017 (45% in 2016) and improvement in Year 3 NAPLAN Reading results with 62% of students placing in the top two achievement bands (59% in 2016)</p> <p>Improvement in Year 5 NAPLAN Numeracy results with 32% of students placing in the top two achievement bands in 2017 (29% in 2016) and improvement in Year 5 NAPLAN Reading results with 32% of students placing in the top two achievement bands (29% in 2016). These are based on Premier's Priorities.</p>	Numeracy Budget \$12000	<p>53% in 2017 (Year 3 Numeracy)</p> <p>Students placed in the top two achievement bands 62% in 2017 (Year 3 Reading)</p> <p>Students placed in the top two achievement bands 24% in 2017 (Year 5 Numeracy)</p> <p>Students placed in the top two achievement bands 28% in 2017 (Year 5 Reading)</p>
<p>Greater than 70% of students achieving expected growth in Year 5 Literacy and Numeracy (Reading 2016 60%) and (Numeracy 2016 60%) with all students in Year 5 demonstrating positive growth.</p>	<p>Literacy Budget \$12000</p> <p>Numeracy Budget \$12000</p>	<p>100% of Year 5 students achieved expected growth in Numeracy</p> <p>88% of Year 5 students achieved expected growth in Reading</p>
<p>Improved levels of student wellbeing by decreasing instances of negative behaviour as recorded by 'SENTRAL Wellbeing' as well as an increase in student engagement and wellbeing related student outcomes as measured by TTFM Survey.</p>	Student Wellbeing Budget \$3000	<p>TTFM Drivers of Student Engagement:</p> <p>82% Quality Instruction = NSW Govt. Norms (82%)</p> <p>87% Positive Teacher–Student Relations > NSW Govt. Norms (84%)</p> <p>74% Positive Learning Climate > NSW Govt. Norms (72%)</p> <p>89% Expectations for Success > NSW Govt. Norms (87%)</p> <p>SENTRAL Wellbeing Data:</p> <p>Negative playground behaviour 205 incidents in 2017</p>

Next Steps

All NSW Government schools are undertaking a new three–year planning cycle (2018–2020). The focus will be on sustaining transformative change to deliver high quality educational outcomes. Strategic Direction 1 (Learning Excellence) will feature processes linked to Formative Assessment, Personalised Learning and Life Competencies.

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. Now in its third year, this process is firmly embedded to drive ongoing school-wide improvement in teaching practice and student results. 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 2017. Teaching staff have continued to work collaboratively to evaluate professional learning to identify, promote and implement the most effective strategies to improve teaching and learning. The professional focus for whole school improvement in 2017 has been embedding formative assessment strategies, specifically learning intentions and success criteria. 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 Framework: The Quality Teaching Framework has been utilised as a platform for teacher professional learning throughout the duration of the School Plan 2015–2017. 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 Framework during the year. The framework is incorporated in all teaching and learning programs to ensure that quality education is being provided throughout the school and as a means of providing staff with a platform for critical reflection and analysis of current evidence-based teaching programs, and used to guide planning of classroom and assessment practices. In 2017, teaching staff and school leaders regularly engaged 'What Works Best: Evidence-based practices to help improve NSW student performance'. The themes, high expectations and explicit teaching, were regularly explored and linked to the school's focus on embedding formative assessment strategies. This document was also utilised to inform future strategic planning as Carlton South Public School approaches a new cycle of planning (2018–2020).

Process 3 Aspiring Leaders Project: Throughout 2017, the focus remained on identifying and building the capacity of potential school leaders. The emphasis, however, shifted from accreditation at highly accomplished and lead levels to focus on evidence-based teacher professional learning and leadership. Aspiring leaders have continued to shadow the school executive to monitor milestones as part of the 2015–2017 School Plan. Aspiring leaders were also provided with opportunities to work alongside school executive through the development of the formative assessment action plan. Aspiring leaders were responsible for implementing learning and development programs linked to school strategic directions with a focus on developing differentiated professional learning for staff members in innovative digital technologies. Aspiring leaders also worked with the deputy principal on the 'Leading Improvement, Innovation and Change' module linked to the AITSL Australian Professional Standard for Principals. As a result, the aspiring leaders were required to submit a change proposal scaffold and engage in regular professional readings and current research relating to change, focusing on school improvement. Four staff members were afforded the opportunity to relieve in a 'higher duties' capacity throughout 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers develop individual performance and development plans (PDPs) aligned to 'Australian Professional Standards for Teachers', designed collaboratively with executive support with the whole school 'Formative Assessment'	Professional Learning Budget \$32925	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 2017 the PDP school goal focus was embedding formative assessment strategies (Learning Intentions & Success Criteria).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
goal embedded into the process.		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 2017 the PDP school goal focus was embedding formative assessment strategies (Learning Intentions & Success Criteria).
All identified aspiring leaders build their leadership capacity through mentoring and coaching by assuming leadership roles within the school to promote leadership density.	Career Development Budget \$3000	Five staff members were involved in the Aspiring Leaders Project throughout 2017. Four staff members relieved in 'higher duties' positions throughout 2017.
Opportunities to promote professional growth of all teaching staff, focusing on evidence-based practices and research.	Career Development Budget \$3000	<p>No teachers achieved accreditation at higher levels in 2017.</p> <p>Ten teaching staff maintained their accreditation at proficient and two staff members applied for accreditation at proficient.</p> <p>One assistant principal completed the NSW Public School Leadership and Management Credential and the deputy principal completed the NSW PPA Principal Credential Program.</p>

Next Steps

All NSW Government schools are undertaking a new three-year planning cycle (2018–2020). The focus will be on sustaining transformative change to deliver high quality educational outcomes. Strategic Direction 2 (Teaching Excellence) will feature processes linked to Evidence-based Teaching Practices, Innovative Digital Technologies and Enhanced Data Literacy Analysis Skills.

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 a learning alliance 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 promote future focused education has also been a priority over the past three years. In 2017, many of the regular CoS programs continued, particularly debating, sporting gala days and a continued focus on STEM (Science Technology Engineering and Mathematics). 2017 also saw the establishment of a leadership network across the seven schools that focused on completing the NSW Public School Leadership and Management Credential and by the end of the year, the Bayside CoS Gifted and Talented Education Network was initiated. Another highlight included the two combined School Development Days featuring keynote presentations from Dan Haesler and Ann McIntyre.

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 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. 89% of students starting Kindergarten attended sessions and 90% 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 a focus through the schools partnership via the Bayside Community of Schools. Several new opportunities and initiatives with local partner high schools were facilitated during the past year including opportunities for students to engage in future focused learning particularly through STEM (Science, Technology, Engineering and Mathematics), Robotics and Coding. Once again, the James Cook Boys Technology STEM Roadshow proved very popular.

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 third year of operation) has also continued to work effectively to support the school. In 2017, a new school website was launched: www.carltonsouth.nsw.edu.au. Feedback from within all stakeholders of the school community has been very encouraging. 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. School staff once again coordinated information workshops based on parent feedback. Parents were also encouraged to work alongside teaching staff to assist with sporting initiatives, literacy groups and creative arts programs. Communication practices across the school community continued to be a focus with the use of social media such as Facebook (Carlton South Connections) and the SkoolBag App for smartphones increasing. Currently the school has over 600 'likes' on Facebook and the SkoolBag App is accessed by over 500 users. By the end of 2017, the Carlton South Public School Twitter account was created to provide yet another way to engage with our school community. Pleasingly 94 parents participated in the 'Tell Them From Me' Partners In Learning Survey in 2017, as opposed to 71 in 2016. Key findings include 74% of parents feel welcome at the school, 82% of parents feel the school communicates effectively in clear language and 81% of parents feel informed of school activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of parents engaging purposely in supporting	N/A	80% of parents felt that they could easily speak with their child's teacher and 65% of parents surveyed

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
their child's education and in the life of the school with improved levels of parent satisfaction (Tell Them From Me Partners In Learning Survey).		<p>have been involved in regular dialogue with their child's teacher.</p> <p>82% of parents surveyed felt effectively encouraged their child to do well at school.</p> <p>95% of parents attended school related meetings during the year.</p> <p>15% of parents surveyed have been involved in school committees during 2017.</p>
Students attending transition sessions with increased number of parents choosing local feeder high schools (6–7), as well as an increase in parents attending transition information sessions (P–K).	School Transition Budget \$2000	<p>89% of Kindergarten parents attended transition week in 2017.</p> <p>100% of students attended high school transition sessions, with 30% of parents choosing local feeder high schools for students transitioning from Year 6–Year 7 in 2017.</p>
Increased combined teacher professional learning sessions across the Bayside Community of Schools to improve student learning outcomes with a focus on sharing of quality practice to enhance future focused learning outcomes.	Professional Learning Budget \$32925	98% of school teaching staff participated in teacher professional learning provided by the Bayside Community of Schools in 2017.

Next Steps

All NSW Government schools are undertaking a new three-year planning cycle (2018–2020). The focus will be on sustaining transformative change to deliver high quality educational outcomes. Strategic Direction 3 (School & Community Leadership Excellence) will feature processes linked to Professional Learning Communities, Student Voice and Engaging with the Community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4618	All Aboriginal students have an Individual Learning Plan (ILP) and are making progress across the literacy and numeracy continuums. In addition, School Learning Support Officers were engaged to facilitate personalised learning for indigenous students. Through the theme 'Our Languages Matter' Carlton South PS celebrated NAIDOC by having students, teachers and the wider school community explore the rich culture and traditions of our first people's oral and recorded history. Funding was allocated to the purchase of teaching resources to embed indigenous perspectives across the curriculum.
English language proficiency	\$19935 (Flexible Funding)	All EAL/D staff were involved in regular professional learning through their network. EAL/D students were supported across the school through fourteen 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.
Low level adjustment for disability	\$55570 (Flexible Funding)	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 Learning Plans were revised and adjustments made as required.
Quality Teaching, Successful Students (QTSS)	1.053 FTE	Quality Teaching, Successful Students was implemented in 2017. A focus on creating collaborative practices has provided teachers with the opportunity to team teach, 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 staff members, to ensure that funds were being managed and utilised for the purpose of mentoring and coaching.
Socio-economic background	\$25718	A speech pathologist was employed one day per week to support K-2 students with language delays or disabilities. This support consisted of both group and individual intervention. 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.
Support for beginning teachers	\$33625	In 2017, there were three newly appointed teachers and one teacher 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

Support for beginning teachers	\$33625	participate in targeted professional learning activities that specifically supported their career development.
Targeted student support for refugees and new arrivals	\$1365	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.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	309	323	321	320
Girls	270	273	285	290

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.8	94.4	93.5	94.8
1	94.6	95.2	93.1	93.4
2	93.5	93.1	93.9	94.5
3	95.4	94.2	94.3	94.2
4	94.5	92.9	93.8	94.3
5	95.4	94.5	94.7	92.7
6	94	92.7	95.1	91.3
All Years	94.6	93.9	94	93.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	23.69
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher of ESL	2.4
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	79
Postgraduate degree	35

Professional learning and teacher accreditation

Professional Learning is a major component of teacher development. Most teachers in the school accessed professional learning opportunities throughout the year. These professional learning opportunities relate to each teachers' personal goal for the year. Each school receives funds for professional learning from the Department of Education; these funds are used to pay for course fees and the casual teacher employed to release the class teacher. A large focus of professional learning in 2017 focused on training teachers in the L3 program, (Language, Literacy and Learning). In 2017 five Stage 1 teachers were trained in their first year of L3 and two Stage 1 teachers completed their second and final year of training. All K–2 staff are now trained in this program and are embedding most of the elements within their daily teaching of reading and writing.

The other component of professional learning is school-based. This professional learning is related to

DoE priority areas and aligned with the School Plan so that the desired outcomes associated with each target can be developed, monitored and evaluated. During 2017, a large component of the school-based professional learning was focused on Formative Assessment. Staff received targeted professional learning about utilising clear learning intentions and success criteria that allow for explicit feedback to move each student forward in their learning. The professional learning that staff engaged in centred on the evidence-based research by Professor John Hattie and Dylan Wiliam. During 2018 the formative assessment team will continue their focus on utilising this evidence-based research, as well as professional learning to build teacher capacity in utilising effective feedback strategies.

Fortnightly professional learning also included development on google drawings, reciprocal reading, future-focused learning and developing consistent teacher judgements when assessing student work.

As Carlton South Public School is a member of the Bayside Learning Community, in 2017 there were two professional learning days set aside to work together as a learning community. The first of these was held in March, where schools had the opportunity to hear Dan Haesler speak about student engagement and developing a growth mindset. The second day, which was held in July, focused on utilising the expertise of Ann McIntyre, the NSW Branch President of the Australian Council for Educational Leaders, who focused on the research regarding high performing school systems around the world.

Staff also completed mandatory training in child protection, code of conduct, work health and safety, anaphylaxis and CPR. All staff engaged in stage-based professional learning regularly and were also provided with the opportunity to collaboratively plan through planning days. All teachers engaged in consultation regarding their own Performance and Development Plan where they set goals that were whole school (based on formative assessment), stage-based and personal.

Throughout 2017, there was one teacher who was employed as part of the Quality Teaching, Successful Students funding support. This funding was utilised to provide each Assistant Principal one day of relief to support their teams to engage in team teaching, lesson observations and the provision of meaningful feedback in order to enhance teaching and learning.

Towards the end of 2017, staff were engaged in a consultation process in order to prepare for 2018–2020 School Planning cycle. Staff were able to provide feedback on the school's strategic directions and school vision and engaged in professional learning about the implementation of Professional Learning Communities in 2018.

Our school continues to provide a supportive professional learning and mentoring program to assist all beginning and experienced teachers to meet the Australian Professional Standards for Teachers. In 2017 two teachers were seeking accreditation at

proficient and approximately half of the staff were maintaining their accreditation at proficient.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	293,306
Revenue	5,166,767
Appropriation	4,852,234
Sale of Goods and Services	30,535
Grants and Contributions	278,516
Gain and Loss	0
Other Revenue	0
Investment Income	5,481
Expenses	-5,244,959
Recurrent Expenses	-5,244,959
Employee Related	-4,672,774
Operating Expenses	-572,185
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-78,193
Balance Carried Forward	215,113

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,072,320
Base Per Capita	92,613
Base Location	0
Other Base	3,979,707
Equity Total	461,351
Equity Aboriginal	4,618
Equity Socio economic	25,718
Equity Language	263,713
Equity Disability	167,302
Targeted Total	70,957
Other Total	113,474
Grand Total	4,718,102

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

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

School performance

NAPLAN

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

In Year 3, ninety-four students participated in NAPLAN. 62% of Year 3 students placed in the top two NAPLAN bands for Reading. 66% of Year 3 students placed in the top two bands for Writing. 72% of Year 3 students placed in the top two bands for Grammar & Punctuation. 69% of Year 3 students placed in the top two bands in Spelling. In Year 5 seventy-four students participated in NAPLAN. 28% of Year 5 students placed in the top two NAPLAN bands for Reading. 19% of Year 5 students placed in the top two NAPLAN bands for Writing. 36% of Year 5 students placed in the top two NAPLAN bands for Grammar & Punctuation. 49% of Year 5 students placed in the top two bands in Spelling. 88% of students recorded positive growth in NAPLAN Reading.

In Year 3, ninety-four students participated in NAPLAN. 38% of Year 3 students placed in the top two NAPLAN bands for Data, Measurement and Space & Geometry.

60% of Year 3 students placed in the top two NAPLAN bands for Number, Patterns & Algebra. In Year 5 seventy-four students participated in NAPLAN. 21% of Year 5 students placed in the top two NAPLAN bands for Data, Measurement and Space & Geometry. 30% of 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. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

Carlton South has participated in the Tell Them From Me Survey to capture the views of students, teachers and parents for the past three years. The survey system has been devised by Canadian company, The Learning Bar, under the leadership of Professor Doug Willms. Dr Willms is an expert in education who led the development of questions on student engagement for the Programme for International Student Assessment (PISA). Each year valuable data is collected providing an insight into student engagement, wellbeing and learning, teacher satisfaction and parental perception and involvement in the the school. The responses are presented below.

Student Survey

The 2017 Tell Them From Me Student survey was completed by 210 students.

Year 4 –	74
Year 5 –	73
Year 6 –	63

The survey, highlights that students at Carlton South feel that staff have high expectations for all students which is above the DoE norm. Other important factors that drive student learning outcomes above the DoE norm were students felt that there were clear rules and expectations for classroom behaviour and that instruction at Carlton South is well-organised, with a clear purpose, and with immediate feedback.

The data also highlighted that 91% of students display positive behaviour which is well above the Government norm of 83%. Our students try hard to succeed in their learning, 94% compared to 88% in most Government schools. A positive 96% of students value schooling outcomes believing that schooling is useful in their

everyday life and will have a strong bearing on their future.

A continued focus for our school will be assisting students to develop positive relationships at school. In 2016, 81% of students identified that they had friends at school they can trust and who encourage them. In 2017 there was a slight increase to 84% which is now only 1% behind the DoE norm. While Carlton South remains below the Government norm for victims of bullying at school this will continue to be an important focus area.

Teacher Survey

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward Bound program.

This year thirty one teachers participated in the Tell Them From ME Teacher Survey. Seventy three percent of staff feel that school leaders play an important role within the school. They believe that school leaders help to establish challenging and visible learning goals for students. There is a strong sense of collaboration between staff with 80% identifying that they work with other teachers in developing cross-curricular or common learning opportunities. With at least 85% feeling like they can discuss learning problems of particular students with other teachers compared with 78% in other DoE schools. An impressive 90% of the staff feel that they set high expectations for student learning. There has been a growth in the number of teachers using formal assessment tasks to help students set challenging goals as well as more teachers providing examples of work that would receive an "A", a "B", or a "C" to assist with student outcomes

An area for focus will be on using technology in the school so that students will have more opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.

Parent Survey

In 2017 we had ninety-four respondents to the Partners In Learning Survey. This is the most participants since beginning the Tell Them From Me survey in 2015. Parents indicated that they felt welcome when visiting school and 82% believe that school supports positive behaviour compared to 77% in other Government Schools. Parents feel that their child is clear about the rules for behaviour at school which indicates that our Promoting Positive Behaviour Policy is supporting behaviour and learning at our school. A total of 81% of parents identified that they felt the school helps prevent bullying and that behaviour issues are dealt with in a timely manner compared to 74% in DoE schools.

Parents indicated that they would prefer that parent activities are scheduled at times when parents can attend. Parents also wish to be more informed on their

child's social and emotional development.

Carlton South has elected to continue to participate in the Tell Them From Me surveys for next year so that the school can monitor areas of strength and weakness.

Policy requirements

Aboriginal education

Carlton South Public School maintained a strong commitment to supporting Aboriginal students and embedding indigenous perspectives across the teaching and learning programs delivered to all students throughout 2017.

Our school embraced the recent research confirming Indigenous Australians as the oldest, continuous, living culture on Earth. Exploring the National Aborigines and Islanders Day Observance Committee (NAIDOC) theme 'Our Languages Matter', students, teachers and the wider school community explored the rich culture and traditions of our first people's oral and recorded history.

In 2017, three indigenous students were enrolled in Years 1, 3 and 5. Each of these students had an Individual Learning Plan developed, implemented, monitored and reviewed throughout the year. The plan was strengthened through the schools' Learning and Support Team, who implemented personalised literacy and numeracy intervention programs to cater specifically to Aboriginal student needs. Additional funds were allocated to employ a School Learning and Support Officer to further assist these students to achieve their learning goals. The same students featured in significant school assemblies to deliver Acknowledgement of Country statements to introduce ANZAC, National Reconciliation Week, NAIDOC and Presentation Day events.

As well as supporting the school's Aboriginal students, another major goal of the Aboriginal Education Committee was to authentically embed an Aboriginal perspective. This resulted in the following:

- An Acknowledgement of Country being delivered by a member of the Student Leadership Team at every Monday morning K-6 Assembly. This was also extended to be included in the K-2 Assembly script.
- The purchase and permanent display of Aboriginal and Torres Strait Islands flags in the school hall, alongside the Australian flag and the installation of explanatory signage to accompany an expanding native garden.
- School representation at ANZAC service for Aboriginal servicemen and women held in Hyde Park.
- Aboriginal history and culture continued to be referenced across all learning areas as cross-curriculum priorities and specific subject outcomes.
- NAIDOC celebrations spanned across a whole week. It began with a whole school assembly

featuring a smoking ceremony and an Aboriginal parent and his daughter introducing some words from the Wiradjuri language to the students. An opportunity to sample bush tucker was provided by a local Aboriginal family from within our school community and proved very popular with students, parents and staff. Each day featured a special event in the library, such as storytelling and dance. The theme of 'Our Languages Matter' was beautifully presented in a whole school art installation which was composed of leaves which had Aboriginal words and patterns painted on them.

- Ms Linda Burney, MP and first Aboriginal woman elected to the Lower House was invited to show the Stage 2 students the special kangaroo skin cloak she wore when she made her maiden address at the Federal Parliament.

The staff at Carlton South Public School regularly attend Aboriginal Education Workshops, Aboriginal Network Support Meetings and closely liaise with the local Bayside Community of Schools (primary and secondary) student support programs and professional learning opportunities in indigenous education.

Multicultural and anti-racism education

The rich cultural diversity within the Carlton South Public 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 58 different language groups.

In order, Arabic (9%) Greek (8%) Mandarin (8%) Cantonese (7%) and Nepali (7%) represent the major language groups other than English.

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 2017 the whole school once again acknowledged Australia's rich 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 cultural background and explore themes such as diversity and tolerance. The variety of speakers shared traditional stories and delivered cooking, art and craft lessons.

EAL/D teachers support classroom teachers, by team-teaching or withdrawing students with additional

language needs, to ensure that students develop the necessary language required to access the academic language of classroom programs.