

Carrington Public School

Annual Report



2017

1518

Introduction

The Annual Report for 2017 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.

James McGill

Principal

School contact details

Carrington Public School

Young St

Carrington, 2294

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

carrington-p.school@det.nsw.edu.au

4969 3707

Message from the Principal

Thank you to the Carrington school community for its warm welcome as I begun my principalship this year. I am honoured to be leading such a quality school community filled a devoted staff and respectful students.

This year has seen significant achievement across our school as we strove to achieve our school vision and strategic directions: High quality learning; High quality teaching; and High quality systems and processes.

Through the implementation of quality learning programs such as Speech Sound Pic (SSP) and quality teaching practices embedded across all key learning areas, our students have engaged in learning experiences that have challenged understanding, nurtured success and fostered a passion for learning. I proudly congratulate all our students for their continued hard work and effort towards achieving your best results at all times.

I would like to thank the staff for their determined efforts in providing a quality education for our students and for continuing to support, encourage and nurture the development of a positive learning culture for each and every child at Carrington Public School. In 2017, all teachers engaged in rigorous professional learning to embrace the new curriculum content, delivering quality programs that focus on literacy and numeracy. I am extremely proud to lead such a hardworking, passionate team of teachers who inspire, challenge and nurture the talents of our students.

I would like to thank our P&C association who have worked tirelessly to raise funds to enhance our school resources and equipment. This year, our P&C has made significant contributions towards purchasing new resources. Many thanks for your ongoing support and commitment to our school learning community.

Thank you to our parents and carers. Without your ongoing and continual support of our school, it wouldn't be the friendly learning environment that it is.

Mr James McGill

Principal

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 2017. 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 106 students enrolled for 2017. Students are predominantly from an Anglo-Saxon background. In 2017, eighteen 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 2017, 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.

Learning – Delivering

Programs and strategies are being delivered across the domains of learning. Common elements in teaching and learning programs are evident K –6 with a very strong commitment amongst teaching staff and community members to deliver effective programs. Whole school data is consistently collected and used to inform our planning and direction and to identify areas of value-added learning. Explicit processes are in place to collect analyse and report on internal and external student and school performance. We excel at supporting student well-being ensuring differentiation, individual education plans, personalised learning plans and targeted groups underpin student engagement.

Teaching – Delivering

All staff engage in collaborative practices including networking opportunities with schools within the Local Management Group. Professional learning opportunities through colleague observations are incorporated in Performance Development Plans. Classroom practise has a strong emphasis on differentiated learning plans driven by explicit teaching. Student achievement is collected through the use of continuum tracking in against the literacy and numeracy continua, and this data is used to inform further teaching, planning and whole school direction. 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.

Leading – Delivering

The Principal is engaged in professional learning at leadership level to increase their capacity to drive educational reforms and the professional learning of staff. Systems and practices are regularly reviewed to ensure best practice of delivery and educational outcomes for students can be achieved.

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

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

This year Carrington PS has provided a learning environment that has high expectations and adds value to all student's literacy and numeracy levels. This has been achieved by ongoing internal and external professional development in the areas of literacy and numeracy. Teachers have been supported to develop dynamic and engaging teaching and learning programs that developed students' skills and encourage success. When learning is differentiated and personalised to meet individual learning needs the quality of student learning is enhanced and student achievement is more likely to improve. Teachers consulted with students and parents and carers to develop Personalised Learning Pathways (PLPs) for all students.

Positive Behaviour for Learning (PBL) has continued to be embedded across our school setting, with staff accessing Professional Learning to support its implementation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	<p>\$10000 – Release for classroom teachers to lead and facilitate Personalised Learning Plan meetings for all students., professional learning in PBL, and release for teachers to analyse and evaluate. data.</p>	<ul style="list-style-type: none">• Value Add data for K–3 and 5–7 is Sustaining and Growing against the School Excellence Framework.• Exceeded state growth from Year 3 to Year 5, and Year 5 to Year 7 in both reading and spelling assessments 2017.• Yr 7 cohort exceeded average state growth by more than 20% Grammar and Punctuation assessments 2017.• 85% of students demonstrated expected growth against the Literacy continuum relevant to their personalised learning goals (increased from 78% 2016)• Maintained 82% of students achieving their individual learning goals set against the Numeracy continuum.• Reviewed and aligned SENTRAL data notification systems for wellbeing incidents with our PBL core values. This saw an increase in reports being made due to clarity of processes.• Data from August to December 2017 shows a decrease in peer conflicts in comparison to the beginning of this school plan cycle. .

Next Steps

- The ongoing development of our goal setting PLP processes.
- A review of scope and sequences, and core programs will be undertaken to identify areas for improvement in teaching programs.
- Wellbeing will continue to be a focus in our 2018–2020 school plan, with enhancements to student leadership, PBL implementation and transition programs.

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

Professional development is the key to continuous improvement. Our teachers have engaged in professional learning and development in a number of areas ranging from wellbeing, Understanding autism, and curriculum development.

Through analysis of student achievement data, reflection upon teaching practice and evaluations of school wide programs, our school is happy to say we have delivered high quality teaching to our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$10000 teacher professional learning, release for classroom teacher observations.	<ul style="list-style-type: none">• 20 hours of professional learning 'Understanding Autism'.• Regular professional learning sessions aimed at improving skills and knowledge across all Key Learning Areas and aspects of wellbeing for both students and staff.• 100% of teacher programs utilise technology as a teaching strategy.• Student achievement is tracked on PLAN, with 100% teachers using the data to plan teaching and learning experiences.• An open door culture where teachers welcome observation, dialogue and feedback on teaching practice.

Next Steps

- Our next school plan will continue to invest significant professional learning into Future Focused learning.
- Professional Learning on the Learning Progressions will take place in 2018 to support teachers as they transition to using the Learning Progressions in the future.
- Further professional learning will be undertaken to authentically embed technology across the curriculum, not just as a stand alone.
- Continue to foster the open door policy to enable further reflection on teaching practice.

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 Framework enabled staff to engage in their personal learning goals and Performance Development Plan (PDP). The reflective process guided the ongoing development of all staff, at an individual level and for the planning of the Professional Learning Schedule. Teachers aligned goals with our School Plan and the Professional Teaching Standards. Regular and effective monitoring and feedback processes were 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)	Funds Expended (Resources)	Progress achieved this year
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">• The introduction of Feedforward discussions which allowed for professional, structured and reflective discussion based on the achievement of staff 2017 PDP.• 80% of staff achieved their annual learning goals as set out in their PDP.• Parents reported high satisfaction when talking to their child's classroom teacher, and that communication written by the school was in clear, plain English.• Teaching staff reported high levels of satisfaction with the leadership of the school.• 100% staff participated in Quality Teaching Rounds (2016) and were involved in observations throughout 2017. Feedback from these programs were positive.

Next Steps

- A review of our communication processes, in order to streamline them.
- The 2018 – 2020 school plan will have a major focus to further engage our school community and to promote and celebrate education.
- To further engender professional learning and to build staff capacity, the school will foster relationships with local schools to form a professional learning community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10 673 Aboriginal Background Funding + \$3552 School and Community Funds = \$14 225 total) for staffing costs for SLSO and teacher.	All students have a Personalised Learning Plan (PLP) that includes cultural goals for Aboriginal students. Aboriginal students received curriculum support via a School Learning Support Officer and during Terms 3 and 4, a teacher was employed to guide students to achieving their PLP goals.
English language proficiency	\$8476 – Speech Pathologists in Schools, purchasing teaching resources to support students, and staffing costs.	Access to Speech Pathologists in Schools (SPinS) for kindergarten and students with additional needs provided an early diagnosis of speech problems and allowed for early intervention. SLSO support during literacy learning sessions
Low level adjustment for disability	\$30 472 Learning and Support Teacher allocation. \$16 311 School Learning Support Officer.	School Learning Support Officer to support identified student's learning and engagement in class to improve student–learning outcomes. Targeted intervention groups supported under–performing students in the areas of literacy and numeracy with successful outcomes measured by internal assessments
Quality Teaching, Successful Students (QTSS)	\$7923 QTSS funding was spent to release. the principal.	Improved pedagogy has resulted from additional time being made available for teachers K–6 to engage in lesson studies within the school. Built into this has been the provision of release to ensure time for mentoring and professional dialogue and programming.
Socio–economic background	\$16 972 to purchase of technology equipment (chromebooks – \$12 000, iPads – \$3000) and supporting students to attend school activities.	Students from low socio–economic backgrounds were supported through the purchase of additional educational materials (laptops) and were included in all school activities such as excursions and camps.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	41	45	47	49
Girls	43	41	52	58

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.2	90.2	89.6	94.7
1	90	90.8	92	88.5
2	93.5	91.8	90.3	94.5
3	89.6	92.2	92.5	93.5
4	93.8	89.5	95.8	87.8
5	83.2	93.8	97	95.2
6	91.8	93.2	96.5	94.6
All Years	91.3	91.6	93.1	92.9
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

Management of non-attendance

Student attendance is monitored regularly. Parents are contacted through a digital messaging service to maintain effective communication with parents/ carers. The school phones parents/ carers when a child has been absent for three or more days. Regular meetings with the Home School Liaison Officer (HSLO) ensure that attendance lower than 85% is addressed through departmental procedures.

Class sizes

Class	Total
BR0003	17
BR0002	12
AR0014	26
AR0015	27
D14790	26

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	4.49
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.61
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	100
Postgraduate degree	0

Professional learning and teacher accreditation

Professional Learning is elemental to a quality learning environment. Throughout 2017, both teaching and non-teaching staff were involved in Professional Learning to improve skills and knowledge.

Professional Development Plans were created for all teaching staff, with individuals mapping their learning intentions against the NSW Professional Teaching Standards.

A major focus for 2017 was a 20 hour online course – Understanding Autism Spectrum Disorder (ASD). All teaching staff, and two school learning support officers completed this course leading to an increased knowledge of the varying impacts to learning faced by students diagnosed with ASD.

Professional Learning was undertaken in the following areas during 2017: Musica Viva, ICT integration, report writing, Asthma updates, Mandatory CPR and child protection, 7 steps to writing success, Speech Sound Pics, Positive Behaviour for Learning, PD/H/PE curriculum training, Miracle Dog Assistance Training, Brain training with John Joseph and school planning sessions.

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	93,640
Revenue	1,089,934
Appropriation	1,023,272
Sale of Goods and Services	0
Grants and Contributions	64,746
Gain and Loss	0
Other Revenue	0
Investment Income	1,917
Expenses	-1,060,578
Recurrent Expenses	-1,060,578
Employee Related	-908,300
Operating Expenses	-152,278
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	29,356
Balance Carried Forward	122,995

2017 was Carrington Public School's first full year working in the Systems Applications and Products (SAP) system.

The school has a finance committee that meets regularly to prioritise school initiatives and funding to support the implementation of the school plan. In 2017 the school utilised school funds to provide extra support for students with special needs and to release the Principal from a classroom allocation.

The balance carried forward was held to upgrade student learning amenities and resources to create future focused spaces.

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	840,090
Base Per Capita	15,130
Base Location	0
Other Base	824,960
Equity Total	82,904
Equity Aboriginal	10,673
Equity Socio economic	16,972
Equity Language	8,476
Equity Disability	46,783
Targeted Total	13,207
Other Total	40,628
Grand Total	976,829

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.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	8.3	0.0	16.7	25.0	8.3	41.7
School avg 2015-2017	6.7	5.9	16.6	17.4	16.4	37.1

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	25.0	25.0	33.3	16.7
School avg 2015-2017	5.9	11.0	14.2	14.8	34.3	19.8

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	33.3	16.7	50.0	0.0
School avg 2015-2017	3.9	13.0	17.6	10.1	48.9	6.5

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	25.0	25.0	25.0	25.0
School avg 2015-2017	5.9	13.0	19.4	14.8	21.9	25.1

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7
Percentage of students	12.5	6.3	43.8	25.0	12.5
School avg 2015-2017	6.7	4.7	32.6	18.6	4.2

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	6.3	25.0	12.5	18.8	25.0	12.5
School avg 2015-2017	7.2	13.5	17.0	11.4	13.5	4.2

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	12.5	6.3	18.8	31.3	6.3	25.0
School avg 2015-2017	6.7	12.4	14.0	15.6	9.8	8.3

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	12.5	18.8	25.0	18.8	12.5	12.5
School avg 2015-2017	6.7	14.0	16.0	16.5	9.3	4.2

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	16.7	41.7	25.0	16.7
School avg 2015-2017	2.0	5.9	20.5	24.2	23.9	23.7

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	6.3	25.0	31.3	6.3	25.0	6.3
School avg 2015-2017	2.1	13.5	18.1	17.5	13.5	2.1

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.

This year's results for our Aboriginal students showed an improvement in the academic success. Our Year 3 students scored 5 results in the top two bands for their assessments, an impressive effort. Additionally, average results across the ten assessments (reading, writing, spelling, grammar and punctuation, and numeracy) showed an improvement in scores from last years results.

Parent/caregiver, student, teacher satisfaction

Feedback was sought from our school community through Tell Them From Me surveys, as well as a school developed mini survey for teachers and parents.. This feedback helped shape our 2018–2020 school plan.

The results from these surveys indicated that our student ranking was below government norms in Social–Emotional Outcomes and Drivers of Student outcomes. Similarly, our parents body responses indicated that our school can improve the way we engage with our school community.

The 2018–2020 school plan will encompass strategies to improve these measures.

Policy requirements

Aboriginal education

Carrington Public School's Aboriginal education programs provide opportunities for our students to know who they are and to celebrate their unique cultural heritage. This is aligned with the Eight Ways of Learning and the Quality Teaching Model. In 2017, we had 11 students identified as Aboriginal and we

received \$10 673 in RAM Aboriginal background funding.

The Muloobinbah AECG is an integral part of our planning and all meetings are regularly attended. All relevant information is passed to staff and parents.

Multicultural and anti-racism education

Carrington Public School has a focus on multicultural education in all areas of the curriculum. Our programs develop knowledge, skills and attitudes which enable our students to be citizens in a culturally diverse society. One member of our staff is trained and is our Anti–Racism Contact Officer (ARCO). During the year the DEC calendar for cultural diversity is used in each classroom to promote the acceptance of the cultural, linguistic and religious diversity of Australia. School and class celebrations reflect our own community diversity.