

Carramar Public School

Annual Report



2017



3328

Introduction

The Annual Report for **2017** is provided to the community of **Carramar PS** 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.

Anthony Mazzitelli

Principal

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Message from the Principal

I am proud to be the Principal of this amazing school with great students and dedicated teachers and staff. The 2017 year produced great achievements: we are a small school but we can be proud of our big achievements.

We collectively have achieved so much; the major events and achievements include: public speaking competition: every student presented a speech and then grade winners represented our school at a district level, PSSA sports, school sport, bike riding lessons, parent group meetings, parent group cooking classes, HW club, BYOD devices, EAFS: growth in our literacy and numeracy results for students, Harmony Day, sporting carnivals: athletics, xcountry, swimming, district carnivals with our students making representation, Fun Fair Day, book character parade, library story time, preschool visits, Kindergarten orientation, SRC fundraisers, Easter & Christmas raffles, school disco, swimming scheme, Multicultural Day: the community event of the year with a special whole school assembly with Flag Parade followed by classroom cultural displays visits that showcased student talents in the area of Creative Arts. The famous whole school lunch banquet followed and then the Concert performances that were viewed and so well attended by our parents and community members.

The most important achievement was student LEARNING. Learning has been the focus of what we do at Carramar PS. We have high expectations and strive to make a difference for every student. Our Early Action for Success initiative has been the main driver of student improvement in the area of Literacy and Numeracy.

These extraordinary events and learning achievements would not have been possible without the dedicated teachers and staff. I would like to acknowledge the outstanding staff and teachers that are at Carramar PS and want to make sure that our community understand that teachers' hard work and dedication have moulded and made a difference to every student here.

I would like to thank all of the parents for supporting and working with the school in a partnership to achieve the best possible learning outcomes for students. Special thanks to the parent group who do so much to support the school. This group truly reflect the "working together" motto as they regularly meet with Miss Michelle to plan and run fundraising events.

Our Year 6 contributed to the life of the school and we are very grateful. The many personalities, talents and skills made the Year 6 group special. Our school leaders were mature and hardworking and they fulfilled the leadership role well, being the perfect role models for their peers.

2017 was a great year and with anticipation, I look forward to 2018.

Mr Anthony Mazzitelli—Proud Principal

School background

School vision statement

We are a caring, innovative and collaborative learning community that embraces diversity.

We have high expectations to ensure students are empowered to reach their potential.

We are committed to providing quality learning opportunities that motivate, engage and inspire 21st century learners.

School context

Carramar PS is in the Fairfield Network of schools and has an enrolment of 237 students in 2017.

Approximately 85.5% of the students are from LBOTE including a number of new arrival and refugee students. Arabic and Asian languages are the dominant groups, with Samoan and a small number of African groups also represented. A small number of students identify as being from an Aboriginal or Torres Strait Islander background.

In 2017, the nine classes were named after Australian inventors. Currently half of our staff are New Scheme Teachers. As a result of comprehensive data analysis, the school has implemented a targeted approach to improve student outcomes in Literacy and Numeracy, including Language, Learning and Literacy (L3) and Focus on Reading (FoR).

Our school is committed to optimising student engagement and implementing 21st Century Learning practices and skills through initiatives such Bring Your Own Device (BYOD), the transformation of learning spaces and the implementation of the new curriculum documents.

As an Early Action for Success (EaFS) school, an Instructional Leader Numeracy and Literacy has worked directly with teachers in the early years. Through the delivery of high quality professional learning and hands-on instructional leadership, K-3 teachers were supported in the effective use of data to drive teaching and learning programs, ensuring personalised learning for every student. Interventionist strategies and practices were utilised to support tiered interventions, focused on progressing all students from their current levels of achievement.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Results for the three domains: Learning, Teaching and Leading:

The results of this self evaluation process indicated that in the School Excellence Framework domain of Learning, Carramar PS for the **Learning Culture** element was *sustaining and growing*. Our processes and practices around early Action for Success Literacy and Numeracy reflected a whole school commitment to deliver quality teaching and learning and a focus on improving student learning outcomes with a growth mindset. Our culture of collaborative planning, analysis of student work and fortnightly planning cycles resulted in strong teacher relationships comprising of trust and risk taking. In the element of **Wellbeing** we were *sustaining and growing*. We identified changes required in our school behaviour management practices and introduced the Reflection Room to ensure that students accept responsibility for their own behaviour and are socially engaged and catered for. The wellbeing initiatives such as structured play and the many Community Liaison Officer (CLO) programs, encouraged positive student behaviour, attitudes and expectations. In the element of **Curriculum and Learning** we were *sustaining and growing*. We were actively involved in @CoSLead with eight teachers participating in the program. Aspiring and current leaders established a learning community alliance to support their understanding and delivery of curriculum and learning. The early Action for Success initiative demonstrated how teachers identified and addressed student needs. This was achieved through initiatives such as; weekly data conversations, lesson studies and professional dialogue meetings. In the element of **Assessment and Reporting** we were *sustaining and growing*. We embedded processes to collect, analyse and report on student

performance to parents and students. PLasps and use of Learning Support Officers were vital to this process. Meet the teacher meetings at the beginning of the year coupled with mid year report meetings were how we ensured parents had an understanding of what their children were learning and where they would progress to next. In the element of **Student Performance Measures** we were *delivering*. Students showed expected growth on internal school performance measures and in some cases the data we gathered reflected we had greater than expected growth. Writing is one such area that demonstrated a large number of students achieved a growth in multiple clusters.

The results of this self evaluation process indicated that in the School Excellence Framework domain of Teaching, Carramar PS for the **Effective Classroom Practice** element was *sustaining and growing*. Teachers had a consistent approach and developed a growth mindset in students. They had established strong classroom cultures that encouraged students to collaborate, ask questions, take risks, persevere with challenges and know that making mistakes is a valuable and necessary part of the learning process. This was supported with explicit and timely formative feedback for students and they were aware of what they needed to do to improve and take their learning to the next level. In the elements of **Data Skills and Use** we were *sustaining and growing*. The instructional leaders had built the collective capacity of staff to use data to inform next steps in student learning. Proficient use of data walls by the teachers clearly communicated to students and parents the achievements and progress of every individual student. Teachers took responsibility for the new practices and used the data on a regular basis to reflect on their own teaching and its effectiveness. They were also able to share with each other through lesson studies and observations, the strategies and evidence of their successful teaching practice. In the element of **Collaborative Practice** we were *sustaining and growing*. The instructional leaders again played a pivotal role in this element as they mentored, coached and supported teachers to participate in the professional development that improved their teaching practice. The process included constructive feedback from the instructional leaders and teaching team colleagues. These practices became embedded in the school culture and became common and expected practice. In the element of **Learning and Development** we were *sustaining and growing*. Teachers engaged in school based literacy and numeracy professional learning, guided and supported by the instructional leaders, with the aim of supporting their Performance and Development Plan. Teachers were supported to peruse their professional development plan to improve their performance by also attending external professional development including Focus On Reading (FOR) and Literacy Learning and Language (L3). Teacher goals also contributed to the successful achievement of milestones in the school plan. In the element of **Professional Standards** we were *sustaining and growing*. Staff participation in the @CoSLead program reflected our commitment to support teachers in their attainment of accreditation and to develop the skills, knowledge and capacity to work beyond the classroom to be able to contribute to the success of school programs.

The results of the self evaluation process indicated that in the School Excellence Framework domain of Leading, Carramar PS for the **Leadership** element we were *delivering*. We utilised the Community Liaison Officer (CLO) position to establish strong community connections to engage parents in the life of the school. There was evidence of authentic student leadership. The school leaders were responsible for running all school assemblies and special events. A strong and active Student Representative Council (SRC) met regularly to listen to the student voice. Recognising capacity in staff, including early career teachers, was a quality that enabled teachers to develop their leadership skills and grow in confidence and capabilities. In the element of **School Planning Implementation and Reporting** we were *sustaining and growing*. Staff articulated the purpose of each strategic direction and understood the role they played in ensuring they were achieved. With this staff understanding and commitment to the school plan, we were able to improve student learning across the school community. Effective planning ensured that milestones were monitored, evaluated, reviewed and communicated to all stakeholders. This was evident in the revision of the school plan at the beginning of the 2017 school year. The revision had us well positioned to develop the new school plan for 2018–2020. In the element of **School Resources** we were *sustaining and growing*. Resources were allocated to support the teaching and learning process and ensured students had access to an environment that was conducive to learning. Physical learning spaces were updated regularly to ensure functionality and comfort (the library and Year 6 classroom had a complete furniture upgrade). Staff and students had access to technology and at the beginning of the year all staff were issued a personal laptop to support their planning and professional development. In the element of **Management Practices and Processes** we were *sustaining and growing*. We provided regular opportunities for students to provide constructive feedback through the School Representative Council (SRC). Parents and community members were also encouraged to voice their ideas and provided feedback when the Community Liaison Officer (CLO) and Principal held Parent Group meetings on the first Monday of every month. These meetings focussed on organisational matters, planning for fundraisers and workshops. They also provided an opportunity for parent input to school based practices and planning processes. The parent community benefited from the School APP, school website and the newly established Facebook account. It ensured parents were connected and updated on all school matters.

Our self-assessment and the external validation process assisted 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

Strategic Direction 1: Students will be successful 21st century learners.

Purpose

Why do we need this particular strategic direction and why is it important?

Empower students to think critically, solve problems, collaborate and make connections beyond the classroom, enabling them to become successful and productive life-long learners.

Why is it important?

Improve student success at school and life chances in a diverse and ever-changing world.

Overall summary of progress

As part of the EAFS initiative the school implemented robust systems into K–2 and continually monitor student progress in Literacy and Numeracy. The school identified levels of achievement and planned evidence based, targeted teaching, learning and intervention, responsive to student needs. Systems were expanded into Stage 2 and 3 to enable the monitoring of students' progress in Writing, identifying student levels of achievement and planning evidence-based, targeted teaching and learning responsive to support students' next steps in learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students to show a years growth in literacy and numeracy, measured against the continuums.	Interventionist \$130,000	<ul style="list-style-type: none">• 100% of Kindergarten achieved end of year expectations for EAS. 32% of Year 1 achieved end of year expectations for EAS. 67% of year 2 achieved end of year expectations for EAS.• In writing 81% of K–2 students showed a years growth. 72% of 3–6 students showed a years growth.
60% of students above or at national minimum standards for NAPLAN.		<ul style="list-style-type: none">• 97% of Year 3 students and 84% of Year 5 students are at or above national minimum standard in Writing.• 92% of Year 3 and 5 students at or above minimum standard for Numeracy.
Student growth in bands within literacy and numeracy areas measured by NAPLAN.		<ul style="list-style-type: none">• 52.4% of Year 5 students achieved greater than or equal to expected growth in Writing.• 54.5% of Year 5 students achieved greater than or equal to expected growth in Numeracy.

Next Steps

Ensure that teaching and learning programs continue to be informed by evidence-based data and are designed to meet the individual needs of all learners. Continue to support the development of students communication and thinking skills so that they are thinking critically, solving problems, collaborating and making connections beyond the classroom.

Strategic Direction 2

Strategic Direction 2: Teachers will be high performing, collaborative and innovative.

Purpose

Why do we need this particular strategic direction?

Ensure highly effective school leadership, the continuous development of skilled, effective and professional teachers, and a strong, collegial culture committed to continuous improvement.

Why is it important?

Maximise outcomes for all students and support the career aspirations of all staff.

There is clear evidence that purposeful professional learning for teachers and school leaders is one of the most effective strategies for improving student outcomes.

Overall summary of progress

Through the EAfS initiative teachers engaged in professional learning to enable them to implement researched based pedagogy in Literacy and Numeracy. Leaders and aspiring leaders participated in professional learning, mentoring and coaching to build school leadership capacity. Continued implementation of the PDP process ensured quality feedback for all staff that supported and ensured quality teaching and best practice in the classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Targeted implementation of focussed coaching and mentoring providing authentic feedback in supporting teachers to achieve their identified PDP goals.	TPL funds \$8000	<ul style="list-style-type: none">Teachers participated in the PDP process, @coslead, lesson studies, weekly co-planning and co-teaching in Literacy and Numeracy.Feedback from classroom observations and the PDP process indicated all teachers achieved their goals.
Research-based practices drive the success of student learning and are embedded into all teaching and learning programs K-6.	TPL funds \$12000	<ul style="list-style-type: none">100% of teaching and learning programs in Literacy and Numeracy reflected research based practices.
Evidence of strongly embedded collaboration with colleagues within and across schools.		<ul style="list-style-type: none">100% of teachers presented examples of best practice in the classroom to their peers.Teachers demonstrating best practice in Literacy and Numeracy for colleagues local and interstate.

Next Steps

Strategic planning to build the capacity of all teachers K-6 to design and deliver quality Literacy and Numeracy programs. Teachers continually review, refine and improve their use of evidence-based teaching practices in response to informal and formal feedback from leaders and peers, and evidence-based student data. Liaise with local schools to access external expertise to continue supporting teacher development and understanding of quality pedagogical practices in Literacy and Numeracy.

Strategic Direction 3

Strategic Direction 3: The community will be informed and engaged through positive partnerships.

Purpose

Why do we need this particular strategic direction?

Establish effective, collaborative partnerships with the wider school community based on mutual trust, respect and a shared responsibility for the education and wellbeing of all students.

Why is it important?

Improve student learning, attendance and wellbeing.

Overall summary of progress

The school established highly effective Learning Support Team structures and processes aligned to Every Student, Every School. All staff worked in collaboration with the AP Welfare and CLO to actively engage the community in supporting student wellbeing and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the home school partnerships to enable parents/carers to feel a shared responsibility for their child's learning.	Funding of CLO position – \$65 000 Flexible funding AP Welfare \$37 200 QTSS funds \$18 893	<ul style="list-style-type: none">• Attendance rate at events and parent workshops were maintained or improved.• New opportunities were provided for parents to develop their understanding of their child's literacy and numeracy skills.• The Tell Them From Me survey indicated that parents felt well informed about student achievement and wellbeing.• Established the position of a three day a week (off class) Assistant Principal Welfare.
Staff monitor student achievement and wellbeing and communicate with parents.		<ul style="list-style-type: none">• Utilised EBS4 to document, monitor and communicate student behaviour.• Attendance at parent-teacher interviews was maintained.• Established an AP Welfare and Learning Support position to support student achievement and wellbeing.• Parents positively engaged in social media and digital platforms for communicating school events and student learning.
Refined and improved Learning Support procedures that are inclusive of all stakeholders and utilise external agencies	SLSO funding \$125 000	<ul style="list-style-type: none">• As a result of effective Learning and Support Team structures, adjustments were regularly made to support students.
Student wellbeing and positive engagement in learning is supported across the school through embedded initiatives aligned to the Student Wellbeing Framework.	Equity funds: Signage \$12 000	<ul style="list-style-type: none">• Students were consulted and had input into the development of school value signs.• We continue to provide opportunities for students to engage in a number of wellbeing programs, including Peer Support, Breakfast Club, bike riding, Talking Drums.• We also maintained our relationships with external agencies, including WSU aspirational programs.

Next Steps

Revise and refine processes of communication with parents, including written reports, the introduction of three-way conferences and digital platforms across K–6.

Strengthen parent partnerships based on a shared understanding of and responsibility for student wellbeing and learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2 281	The targeted programs for support & implementing PLPs for targeted students enhanced engagement in learning and improved student outcomes in literacy and numeracy.
English language proficiency	Staffing \$101 574 Flexible funding \$24 200	Literacy and numeracy growth from mid-year report to end of year report. Improvement in social adjustment with an ability to function successfully in school life.
Low level adjustment for disability	\$175 477	Students who were identified as requiring support, developed the confidence and ability to function in the social context of the school, experiencing success and growth in their welfare and wellbeing as well as making academic gains in all KLAs.
Socio-economic background	\$353 946	Wellbeing programs to support student learning and welfare provided extra curricular activities to promote engagement that enhanced and provided positive student experiences.
Support for beginning teachers	\$13 450	Identified teachers who planned to complete accreditation were supported with a mentor and the resources to enable them to work collegially to complete their accreditation and develop their pedagogy and knowledge of Quality Teaching. A 100% success rate was achieved.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	132	124	121	113
Girls	117	137	128	112

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	92.5	93.1	93.1
1	94.9	92.9	92.7	90.4
2	93.7	94.5	93.3	91.9
3	95.7	91.2	94.8	92.3
4	94.5	93.9	95.1	93.7
5	95.7	91.8	94.7	93.1
6	96.7	95.3	93.8	92.1
All Years	95	93.2	93.9	92.4
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

The attendance rate for 2017 was 92.40%. This was above similar schools and close to the state rate. It reflects that we delivered strategies in the school that had a positive impact. These included: fortnightly section in the newsletter called Attendance Matters, regular monitoring of unexplained and partial attendance, regular correspondence including meetings with parents and, if needed, with the Home School Liaison Officer. School Excellence Framework data supported the result by identifying student attendance as "excelling".

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	12.6
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher of ESL	1
School Counsellor	0
School Administration & Support Staff	2.48
Other Positions	0

*Full Time Equivalent

The Aboriginal composition of the school's workforce is 0%.

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

100% of teachers participated in the Performance and Development Plan initiative (PDP). They set goals and had lesson observations conducted on their teaching. Professional dialogue, professional development courses supported teachers in achieving their goals. Professional development was set at a school level that best supported the school directions. Teachers also had the ability to select professional development that catered to their individual needs and specific goals.

Leaders and aspiring leaders participated in professional learning, mentoring and coaching to build leadership capacity through the Community Of Schools @COSLead program.

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	378,869
Revenue	3,562,481
Appropriation	3,497,445
Sale of Goods and Services	12,723
Grants and Contributions	49,733
Gain and Loss	0
Other Revenue	0
Investment Income	2,579
Expenses	-3,395,345
Recurrent Expenses	-3,368,135
Employee Related	-3,013,908
Operating Expenses	-354,227
Capital Expenses	-27,210
Employee Related	0
Operating Expenses	-27,210
SURPLUS / DEFICIT FOR THE YEAR	167,136
Balance Carried Forward	546,005

The school's financial management process consisted of the school finance committee meeting once a term to analyse income, expenditure and the school needs. School needs were supported by planned expenditure and projects like covered walkway, ICT upgrades, new signage of school rules and the long term project of new car-park fencing to increase capacity and safety. Low level adjustment for disability funds focussed on employing student support learning officers to provide students with high needs, the personalised support required to achieve their learning goals. Socio economic background funds were focused on employee the CLO (Community Liaison Officer) to connect and support community engagement in the school. Organising and providing activities and experiences to develop student wellbeing was also a focus. The student wellbeing and coordination of support was the role of the Assistant Principal Welfare and was funded by the school. The balance carried forward is planned to cover the costs of the above mentioned initiatives and plans.

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	1,741,133
Base Per Capita	38,054
Base Location	0
Other Base	1,703,079
Equity Total	657,477
Equity Aboriginal	2,281
Equity Socio economic	353,946
Equity Language	125,774
Equity Disability	175,477
Targeted Total	28,532
Other Total	884,951
Grand Total	3,312,093

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

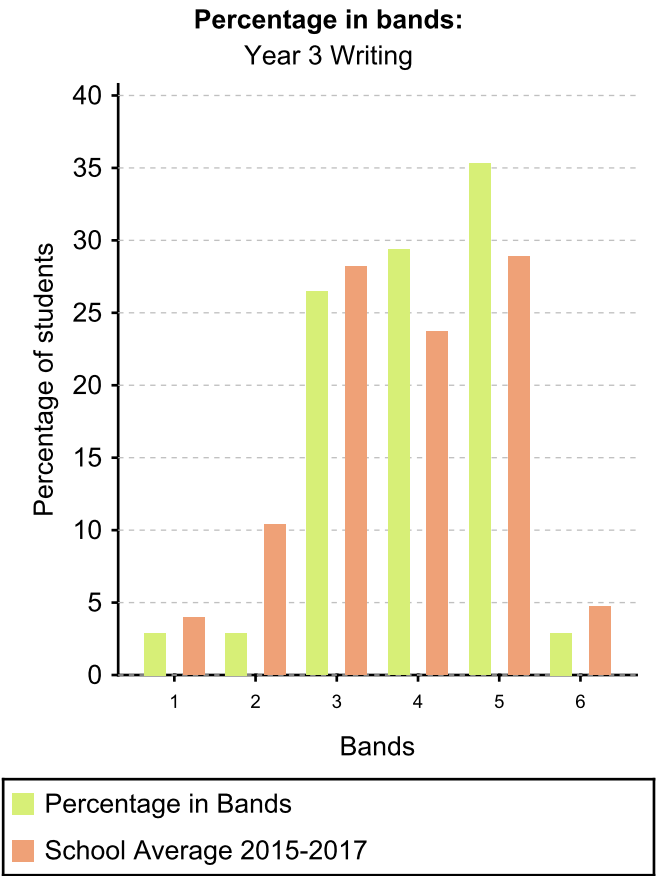
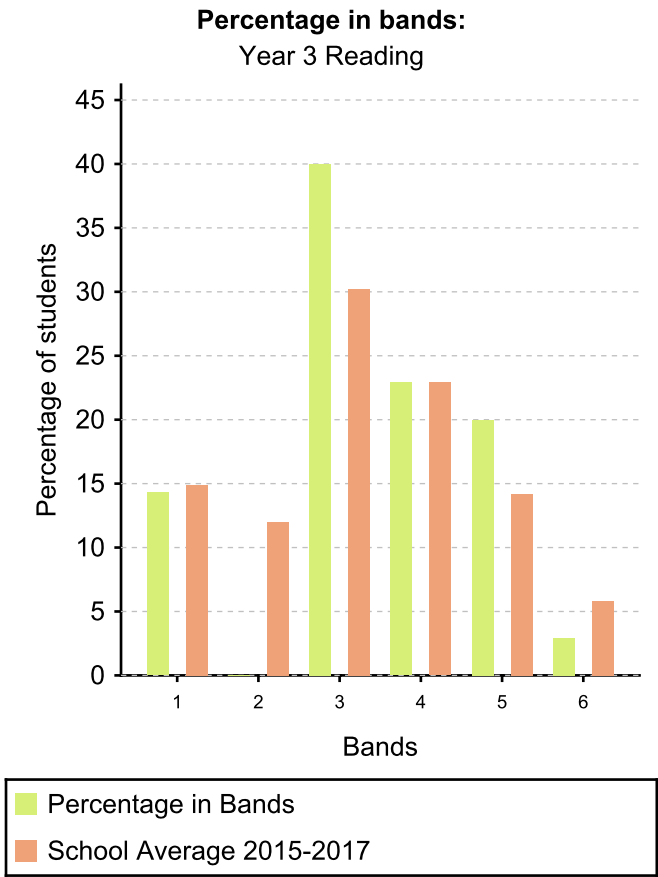
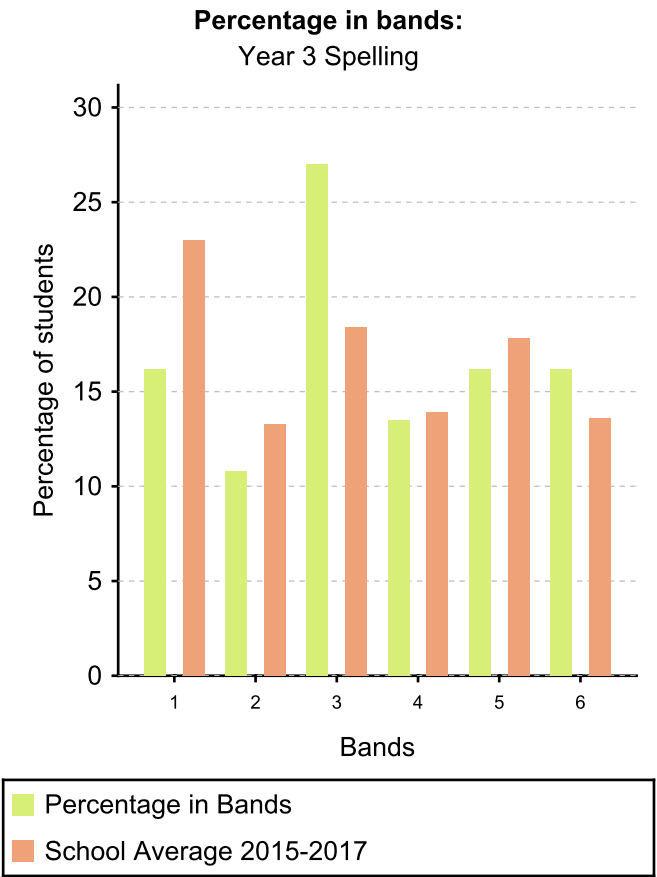
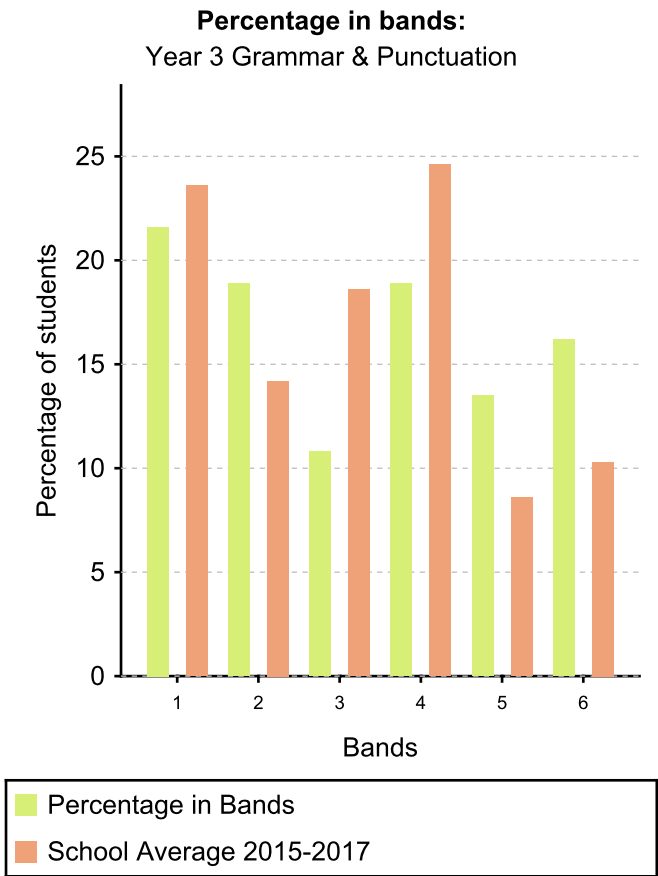
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2017, NAPLAN results for Year 3 showed 97% of students in Writing and 86% of students in Reading were performing at or above national minimum standards. This reflects an overall increase in students' achievement in Literacy. Students performing in the top two bands (Bands 5 and 6) also increased when compared with previous years. Year 3 Writing results show students performed above Similar Schools Groups (SSG).

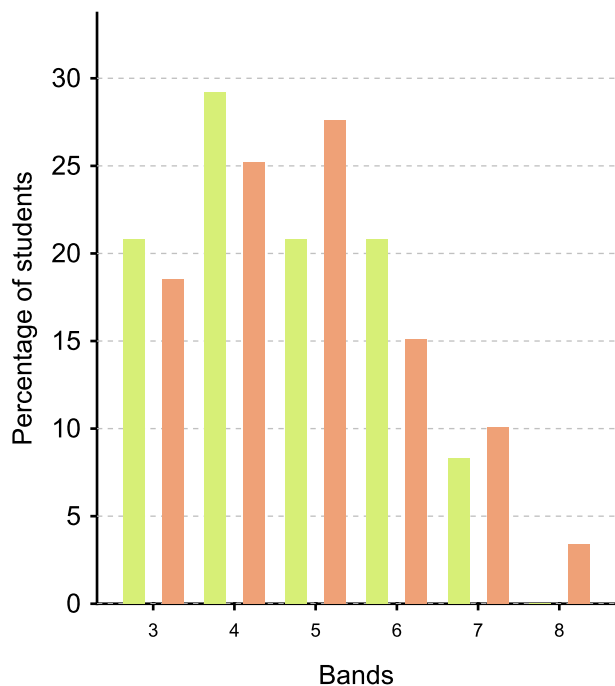
In 2017, NAPLAN results for Year 5 showed 84% of students in Writing and 87% of students in Reading performing at or above national minimum standards. The Writing results reflect an increase of students overall performance and an increase in those students performing in the top two bands (Bands 7 and 8) when

compared with previous years.

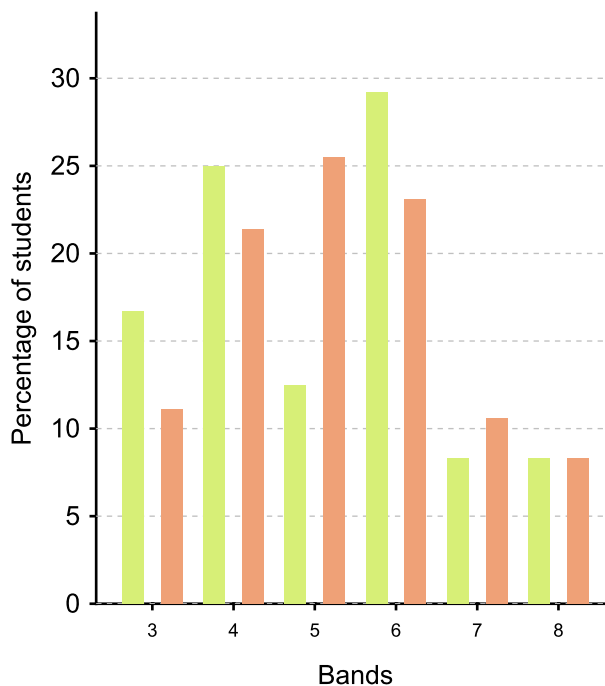
These results are illustrated in the following graphs.



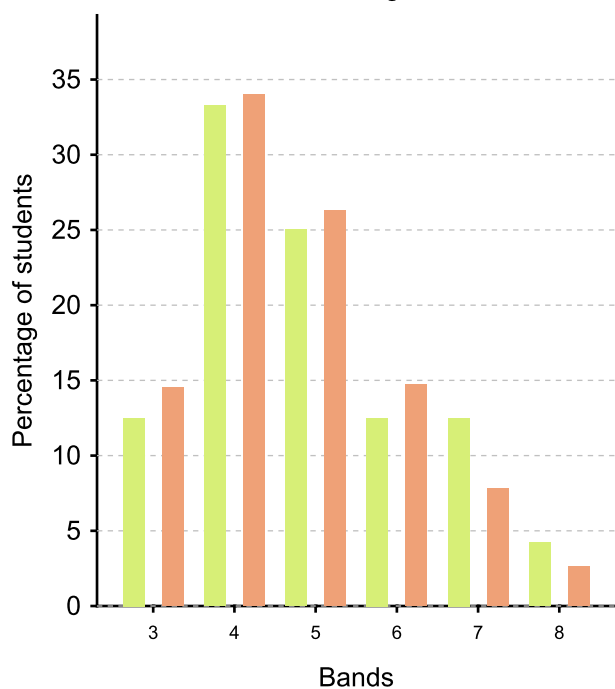
Percentage in bands:
Year 5 Grammar & Punctuation



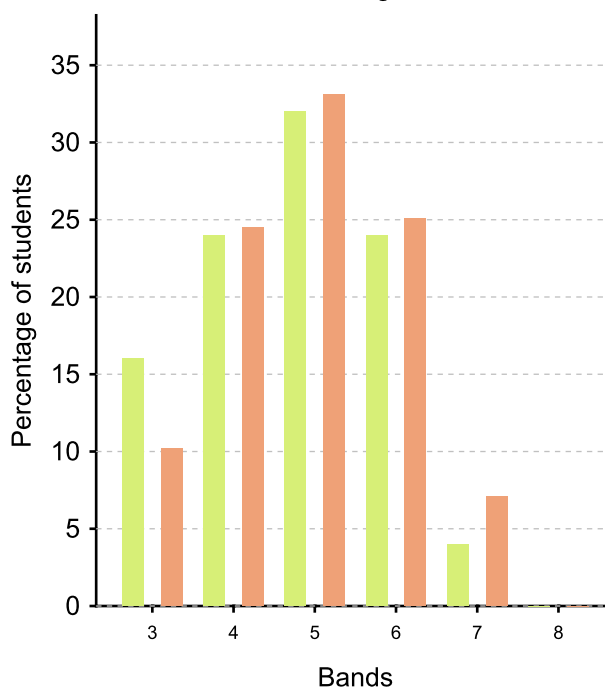
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



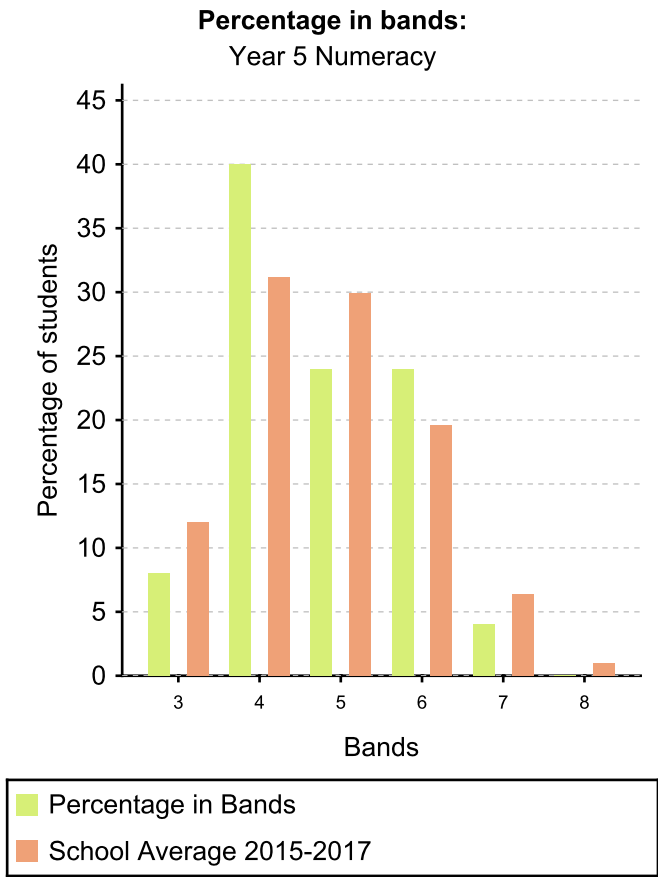
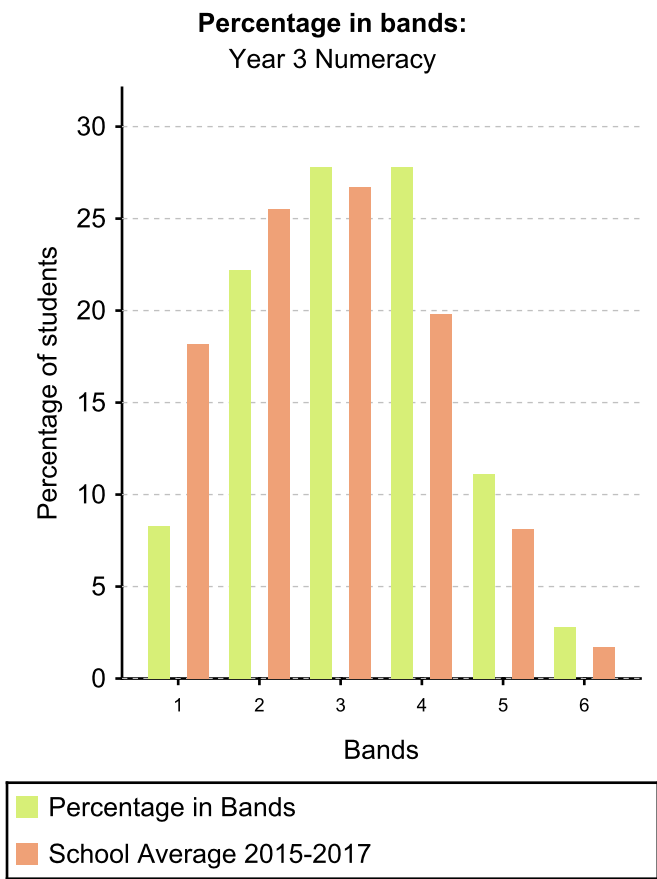
A comparison of Year 3 Numeracy results from 2015 to 2017 show that in 2017 there was a significant reduction of students performing in Band 1 (below the national minimum standard) and an increase of students achieving in Band 3 to Band 6.

In 2017, 91.3% of students achieved at or above the national minimum standard in Year 3 Numeracy.

A comparison of Year 5 Numeracy results from 2015 to 2017 show that in 2017 there was a reduction of students performing in Band 3 (below the national minimum standard) and an increase of students achieving in Band 6 and Band 7.

In 2017, 92% of students achieved at or above the national minimum standard in Year 5 Numeracy.

These results are illustrated in the following graphs.



In 2017:

- 23% of Year 3 students and 17% of Year 5 students achieved in the top two bands for Reading
- 38% of Year 3 students and 4% of Year 5 students achieved in the top two bands for Writing
- 14% of Year 3 students and 4% of Year 5 students achieved in the top two bands for Numeracy

Parent/caregiver, student, teacher satisfaction

The Partners in Learning Parent Survey report compiled at the end of 2017 indicated that the school has strong partnerships with the parent community, equal to or greater than the state average. Parents feel well informed, welcome and that the school provides a supportive learning environment for all students. Similarly, the Tell Them From Me Student Survey reflected high levels of engagement driven by positive relationships with teachers, quality instruction, a positive learning climate and high expectations for success. In the Focus on Learning Teacher Survey, teachers strongly agreed that the school successfully addressed some of the most important drivers of student outcomes including strong leadership, collaboration, a positive learning culture, inclusivity data, informed practice and teaching strategies.

Policy requirements

Aboriginal education

In 2017 Carramar PS was committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. It was our aim that all Aboriginal and Torres Strait Islander students would match or better the outcomes of the broader student population. We were committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia for all students. We provided Aboriginal cultural education for all staff and education about Aboriginal Australia for all students. The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country were respected, valued and promoted at Carramar PS.

Multicultural and anti-racism education

In 2017 Carramar PS was committed to providing opportunities that enabled all students to achieve equitable education and social outcomes and participate successfully in the culturally diverse community and more broadly, society. We aimed to foster student wellbeing and community harmony through the provision of programs and practices which counter racism and discrimination.

We provided teaching and learning programs that developed intercultural understanding, promoted positive relationships and enabled all students to participate as active Australian and global citizens. Our programs enabled students learning English as an additional language or dialect (EAL/D) to develop their English language and literacy skills so that they were able to fully participate in schooling and achieve equitable educational outcomes.

We delivered differentiated curriculum and targeted teaching and learning programs to address the specific learning and wellbeing needs of students from culturally diverse backgrounds, including newly arrived and refugee students. Our bi-annual Multi Cultural Festival Day demonstrated how we promoted positive community relations and provided opportunities for their active engagement in the life of the school.