

Carlingford Public School Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Carlingford 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.

Neil Hinton

Principal

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Message from the Principal

Our school is a wonderful example of the strong and effective partnership between school and community. It is a school where all stakeholders work harmoniously and collaboratively to achieve the best possible outcomes for every child.

The school continues to enjoy a well deserved reputation for academic achievement, obtaining outstanding NAPLAN results, performing well above state, regional, similar and surrounding schools in Literacy and Numeracy.

We have a well balanced mix of highly experienced and recently appointed teaching staff who work tirelessly for their students. Our quality, well balanced curriculum focuses on providing challenging learning programs that promote high achievement in all areas for all students. In addition to highly successful literacy and numeracy programs, the school boasts a strong reputation in the creative and performing arts, digital technologies and sport.

Carlingford Public School values respect, responsibility, honesty and students striving to achieve their personal best. We actively celebrate these values and student success in a wide array of forums and means of communication.

2017 saw the conclusion of our 2015 – 17 School Plan, with our school vision of 'Equity and Excellence for all students'. Our vision statement translates into a school providing a safe, respectful and supportive environment, with every student reaching their potential through active and engaged learning. Students become lifelong learners, able to apply their knowledge, skills and understanding, to solve problems and respond appropriately in new and unfamiliar situations.

The three strategic directions driving our school plan are;

1. Engaging Personalised Learning
2. Quality Teaching and Leadership
3. Strengthening Community Involvement.

Projects associated with each strategic direction and their progress are outlined in further detail elsewhere in the Annual School Report.

2017 saw the announcement of a major upgrade of facilities, with a three storey building comprising of a hall, twenty classrooms and shared learning spaces being presented to the Carlingford Public School community. Many planning meetings were held with project managers and school executive and teaching staff. Proposed plans were also presented to the community, inviting feedback. Currently plans have been submitted to council for approval and the tendering process has commenced.

Along with outstanding academic results, our students excelled in many areas throughout 2017. On the sporting field our school took out first place in Zone Cross Country and Athletics carnivals with many of our PSSA teams being crowned Zone Premiers.

Our Dance program produced wonderful results with our Junior and 3 / 4 dance groups taking out first and second placings at the highly prestigious Ryde Eisteddfod and the Hills Dance Spectacular.

The Parents and Citizens' Association has been a great support to our students and staff throughout 2017. The P&C have worked tirelessly to raise money for the school, providing resources and opportunities for our students to improve learning outcomes. Over \$13,000 was raised to support the growing needs of our school. Funds from fundraising and P&C Donations went towards expanding the school technology program, classroom reading resources, new musical instruments, student travel to representative events, shirts for the school band and choir as well as the refurbishment of outdoor learning spaces. A review of major projects is planned for 2018. The school community is very grateful for their generous hospitality at many social occasions creating such a welcoming environment for our school community. The P&C is a wonderful asset our school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development. It is with great pleasure and pride that I present the Carlingford Public School 2016 Annual School Report.

Neil Hinton – Principal

Message from the school community

The P&C is responsible for encouraging parent participation in the school curriculum; developing and maintaining good communication between families and the school, providing essential financial support where it is needed for facilities, equipment, classroom resources and playground/sporting equipment as well as contributing to the development, implementation and evaluation of school policy.

The P&C manage the school Canteen and Uniform Shop as well as facilitate the Band, Fundraising and Activities sub-committees. We assist with welcoming families through the Kindergarten Transition Program, contribute to special school celebrations such as Presentation Day, assist the Principal and his staff as required and take an active role in building and maintaining a great place for our children to thrive.

Our school Canteen provides students with good food choices as well as providing families with much needed take away lunch options. In 2017 we trialed trading five day per week and tested different trading days with great success. We will commence 2018 trading Monday, Thursday and Friday each week and work towards trading five days per week trade.

Our Uniform Shop volunteers contribute many hours of hard work to make a quality uniform available. Online sales as well as shopfront hours provide families with shopping convenience. Flexible trading options as well as a growth in student numbers has contributed to our most successful year of trading to date.

Participation in our Training, Performance and Rock Bands continues steadily and the P&C are proud to be able to support the needs of our music students and look forward to expanding their performance opportunities in 2017.

Our fund raising activities support the growing financial needs of our school as well as contributing to the social network of the school community. Activities that bring the community together for fun are invaluable.

Profits from the Canteen, Uniform Shop, Fundraising and all P&C Donations went towards expanding the school technology program, classroom reading resources, new musical instruments, student travel to representative events, shirts for the school band and choir as well as the refurbishment of outdoor learning spaces. In 2018 and 2019 the P&C will continue to support the school's need for resources as well as contribute to projects related to the new school building construction.

All P&C activities are focused on enriching the education experience of our children. We are fortunate at Carlingford Public School to have families that are excited to be involved with the P&C and a great staff who always welcome our contributions. We look forward to a productive 2018.

Suzanne Williams

P&C President

Message from the students

The students at Carlingford Public School are represented and supported by our Student Leadership Team, consisting of the Student Representative Council (SRC) and Prefects. The Prefects and Student Representative Council (SRC) had a great year raising money and awareness for various charities in our community and organising fun events. The SRC, under the guidance of Mrs Murray and Miss Pires had meetings to discuss the charities and events they would like the school to support. We spent many hours making posters, brainstorming ideas and organising the SRC reports and messages to be presented at assemblies.

In a new initiative for 2017, the Prefects had the opportunity to attend a series of Leadership Days organised by schools within our Cumberland Community of Schools – including one hosted by our school. This allowed us to work on leadership, teamwork, creative thinking and problem solving. We were then able to share our knowledge and skills with the incoming 2018 Prefects by organising and hosting a Prefect Training and Handover Day, with the assistance of Miss Pires and Ms Morabi.

We have continued to run 3–6 assemblies, with the Prefects also assisting in K–2 assemblies. This gave us the opportunity to write and deliver school reports, make announcements and assist in the behind the scenes set up of assemblies.

Our Leadership Team supported the following charities during the year:1 .‘Crazy Hair Day’ to support the Leukaemia Foundation’s ‘World’s Greatest Shave’ campaign.2 .‘Pink Day’ to raise funds and awareness in support of Breast Cancer Awareness Month.

Our Leadership Team were a hardworking group of students who gave up their time to make the school a better place, and give all children a voice within the school. Every child was encouraged to participate in the events organised by the SRC and to make the school a safe, happy and fun place to be.

Our 2017 Leadership Team were: **Prefects:** Caitlin Arnaoutis, Jacinta Ballarino, Dragos Felise, Ian Jayanath, Zoe Parlevliet, and Liam Pledger

Lisa Pires – Prefect Coordinator

SRC: Christopher Gee (2A), Ellie Stephens (2B), Rhea Mukherji (2C), Jamieson Songvilay (2J), Bianca Wang (3E), Alvina Lin (3G), Amia Tan (3M), Adam Ning (4Y), Tony Guan (4R), Connor Towers (4S), Lauren Lubrano (5B), Nikita Smith (5E), Malik Amin (5M), Oliver Shailis (5R), Aaron Monteiro (5W), Karis Lam (6B), Daniel Kim (6E), Charlotte Lee (6M), Cameron Howard (6R), Dennis Chacko (6W)

Lisa Pires & Elizabeth Murray – SRC Coordinators

School background

School vision statement

Equity and Excellence' for all students

Our school will provide a safe, respectful & supportive environment where every student will reach their potential through active & engaged learning. Our students will become lifelong learners who are able to apply their knowledge, skills and understanding, to solve problems and respond appropriately in new and unfamiliar situations.

School context

Carlingford Public School is a school with more than 130 years of history and tradition in providing quality education to the children from the Carlingford and surrounding districts of North Western Sydney.

Carlingford is a caring community school which prides itself on its small school atmosphere whilst providing outstanding personal development and self-esteem programs, comprehensive student welfare policies and holding high expectations of all students. The core business of the school is to ensure that learning outcomes are maximized for all students, achieved in a stimulating safe and happy environment.

Our school currently has 700 students distributed across 28 classes. Students come from a diverse population with 70% from a non – English speaking background. Between these students, 50 language speaking backgrounds are represented, the five highest being Mandarin, Cantonese, Korean, Sinhalese and Urdu.

School enrolment numbers are expected to increase in the next few years as there are a large number of medium density housing projects being constructed in close proximity to the school. In 2017, the NSW State Government announced that a multi – million dollar facility upgrade would take place at Carlingford Public School in the form of three storey building comprising of a hall, twenty classrooms and shared learning spaces. Construction will commence in 2018 with completion expected by 2020.

Carlingford Public School has a highly dedicated staff that consistently focuses on providing quality educational programs. Excellence is promoted across all areas of the curriculum and emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students.

The school is a member of the Cumberland Community Connections (CCC) Learning Community and participates in professional learning activities, designed to enhance teacher and leadership capacity and strengthen student outcomes.

We enjoy a very supportive community, with parents being actively involved in their children's education and the schools' planning process. Our P&C provides strong support to the students and staff.

The school is committed to continuous improvement in teaching and learning.

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. 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 2017, Carlingford Public School used the NSW Department of Education's 'School Excellence Framework' to self audit progress towards excellence. Executive and teaching staff were involved in this process.

Staff were required to rate our schools current performance against a number of descriptors along a continuum of excellence, from 'delivering', through 'sustaining and growing' to 'excelling'. The descriptors covered the three key elements of high quality teaching practice across the three domains of Learning, Teaching and Leading.

Results from the survey indicated the school is presently meeting all of the 'delivering' and 'sustaining and growing' descriptors for all three domains of Learning, Teaching and Leading. Staff agreed the school was continually improving in it's pursuit of excellence, while there were also a number of areas that needed further development..

ROAD TO SCHOOL EXCELLENCE – OUR 2017 JOURNEY

In the domain of Learning, student centred learning has been a main priority. All students in Years 2– 6 collaboratively planned personal learning goals with their teacher, with Kindergarten and Year 1 students initiating practices to encourage students to reflect on their own learning.

Strategies and milestones were set with the goals clearly defining what the 2– 6 students hoped to achieve by the end of the year. Progress was monitored with regular meetings with classroom teachers, to check whether milestones were on track, with goals and strategies being adjusted or re-evaluated accordingly.

Staff found students to be more engaged, with the students having ownership of their learning and setting challenging, realistic and achievable goals. All students now have the opportunity to experience success and reflect on their learning. Positive feedback was obtained from both staff and student surveys in relation to student learning goals. Furthermore, students are developing skills to evaluate their own learning and how to reach the next level of achievement. This student self reflection and evaluation has been further promoted through new teaching initiatives outlined below.

Students were also introduced to 'Critical and Creative Thinking' strategies, providing them with the prerequisite skills for 'Project Based Learning' which we plan to introduce in 2018.

Our major focus in the domain of Teaching has been differentiation of student learning. Individualised learning programs and learning adjustments were established for targeted students, with parents being involved in the process. Differentiation of teaching and learning programs was a main focus with stage groups collaboratively planning units of work across various Key Learning Areas.. Units were differentiated across content, process and product, providing challenging motivating and achievable tasks for all students. In formulating these units, teachers also focused on criteria based assessment tasks providing clarity to students, staff and parents as to what standards are expected for the achievement of certain grades. Benchmarking of work samples, pre – determined assessment criteria and consistent teacher judgement became an integral part of this process.

Changes to teaching practice this year included teachers specifically stating 'Learning Intentions' and 'Success Criteria' for all lessons taught. This practice made learning more transparent for students and enabled them to evaluate and track their learning journey.

'Bump it Up Walls' were employed in classrooms, highlighting to students their current level and what skills they need to acquire to move to the next level. Work samples displayed within the classroom assisted students in determining their current level of learning.

Another major focus in the teaching domain was the focus on 'Quality Feedback' with teachers ensuring that all feedback to students, both written and oral, provided with students with strategies on how to improve and take their learning to the next level. Staff also participated in professional learning on developing 'Critical and Creative Thinking' strategies within the students.

In the domain of Leading, our priorities have been to enhance leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence.

All teaching staff collaboratively formulated 'Personal Development Plans' setting goals to be achieved throughout the year. These goals aligned with school strategic directions and teaching standards. All teachers, through professional learning are familiar with Australian teaching standards and the accreditation process. Whole school Professional Learning was linked to the school's strategic directions, whilst individual teachers attended professional learning linked to their 'Personal Development Plans'.

Department of Education funded 'Beginning Teacher Funding' provided opportunities to link professional learning and mentoring geared towards the needs of beginning teachers. Support was also provided for new scheme teachers seeking accreditation at Proficient level. Under the guidance of one of our Assistant Principal's, regular meetings were held assisting teachers compile a body of evidence against Australian Teaching Standards.

Effective leadership and targeted Professional Learning has enhanced collaborative practice for staff members in the areas of planning, teaching, assessing and reporting. Changes in teacher practice, including the use of technology, data analysis, classroom observations, syllabus knowledge, stating 'Learning Intentions' and 'Success Criteria' for all lessons, employing 'Bump it Up Walls' and providing effective feedback has resulted in increased levels of student learning and engagement. Importantly, staff members are developing evidence based practice through their reflections and evaluations of collective work.

The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. The new approach to school planning, supported by the new funding model

to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report.

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

Engaging, personalised learning

Purpose

To develop & implement a quality curriculum with personalised learning and practices for Future Focused Learners. All students will be provided with a quality learning environment, enabling them to reach their potential, both academically and socially.

At Carlingford Public School, students develop the academic, personal and social capabilities to be life – long learners and engaged & successful citizens

Overall summary of progress

During 2017, student learning became more engaging and personalised through the following initiatives.

- Individualised learning plans were initiated for students requiring learning adjustments.
- Students formulating their own personalised learning goals. Self – reflection and evaluation of their learning becoming an increased focus for students.
- Students are more aware of purpose of learning and how they need to demonstrate knowledge through introduction of 'Learning Intentions' and 'Success Criteria' into lessons.
- Students more aware of what they need to achieve to move to the next level of their learning through accessing 'Bump it Up Walls' and work samples within the classroom.
- Students receive 'Quality Feedback', showing them what they need to do to move their learning to the next level.
- Students exposed to 'Critical and Creative Thinking Strategies'.
- Gifted and Talented students identified in each Stage and withdrawn from class for enrichment activities.
- Staff professional learning on differentiated learning and criteria based assessment practices.
- Stage teams collaboratively planned and implemented a differentiated units across various KLA's..
- A – E criteria based assessment developed and communicated to students.
- Quality assessment and reporting practices developed across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
– NAPLAN Reading and Numeracy improvement evident (compare same cohort – 2015 Yr 3 to 2017 Y5)	\$10,000 Professional Learning funds. School Learning Support Officers employed to assist students with Literacy & Numeracy. English Language Proficiency (\$20,630), Low Level adjustment for Disability (\$66,924) and Socio Economic funds (\$12,191) used for SLSO's salaries.	81% of students achieved greater than or equal to expected growth in Reading. 73% of students achieved greater than or equal to expected growth in Numeracy.
– Student growth evident	\$10,000 Professional	At the end of 2017, all grades are showing growth

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
on Literacy & Numeracy continuums	<p>Learning funds.</p> <p>School Learning Support Officers employed to assist students with Literacy & Numeracy. English Language Proficiency (\$20,630), Low Level adjustment for Disability (\$66,924) and Socio Economic funds (\$12,191) used for SLSO's salaries.</p>	<p>on both Literacy and Numeracy continuums.</p> <p>49% of kindergarten and 48% of Year 1 students are working beyond grade expectations in Reading texts.</p> <p>77% of Year 2 students are working beyond grade expectations in Place value.</p> <p>90% of Year 3 students are working at or beyond in Place value.</p> <p>At least 90% of Year 4 students are working at or beyond grade expectations in Counting sequences and Numeral identification.</p> <p>90% of year 5 students are working at or beyond in Place value and Multiplication and division.</p> <p>89% of Year 6 students are working at grade expectation in Pattern and number structure.</p>
– K – 2 Literacy growth evident through benchmarking	<p>School Learning Support Officers employed to assist students with Literacy & Numeracy. English Language Proficiency (\$20,630), Low Level adjustment for Disability (\$66,924) and Socio Economic funds (\$12,191) used for SLSO's salaries.</p>	<p>PM Benchmarking was used to track K – 2 Literacy growth. At the end of 2017 Kindergarten students average Reading Recovery levels were five levels above state target, Year 1, four levels above and Year 2, four levels above.</p>
– 3 – 6 Literacy growth evident through PAT Reading and Mathematics assessment	<p>\$26,900 – Literacy & Numeracy DoE funding.</p> <p>\$20,000 – School funds for resources</p>	<p>PAT Comprehension and Mathematics results indicate positive growth in all grades 3 – 6 across lower, median and upper quartiles. The median of students results in all cohorts was above the state median.</p>
– Numeracy growth evident in the aspects of Early Arithmetic Strategies and Place Value through the SENA assessment	<p>\$10,000 Professional Learning funds</p> <p>School Learning Support Officers employed to assist students with Literacy & Numeracy. English Language Proficiency (\$20,630), Low Level adjustment for Disability (\$66,924) and Socio Economic funds (\$12,191) used for SLSO's salaries.</p>	<p>Kindergarten data shows substantial student growth on EAS with 70% working above stage expectations.</p> <p>On average Year 1 students achieved expected growth in EAS with 25% working above grade expectations.</p> <p>Year 2 students made average growth on EAS of .42 of a cluster.</p> <p>Year 3 growth saw 90% of students working at or beyond stage expectations on Place value.</p> <p>Year 4 growth saw 100% of students working at or beyond stage expectations on Place value.</p>
– ILP's learning adjustments evident in class programs	<p>\$1000 teacher release</p>	<p>Individualised Learning Plans and adjustments were implemented and signed off by parents for 30 students across K –6.</p>
– 2 – 6 students have personalised learning goals in place		<p>All students 2 – 6 have personalised learning goals in place. Students surveyed indicated they enjoyed formulating, working towards and reaching their goals.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
– Differentiated teaching evident in class programs	\$5000 Professional Learning funds.	Collection of teaching programs and lesson observations indicated all teachers were differentiating teaching and learning activities.

Next Steps

1. Student self – direction / monitoring / evaluation of their own learning.

– 'Individualised Learning Programs' and learning adjustments were established for targeted students, with parents being involved in the process.

– K – 2 students continue to reflect on own learning, moving towards formulation of personalised learning goals.

– 3 –6 students continue to form personalised learning goals.– Students to refine goal formation, monitoring and reflection processes. Parents to become more involved in students reaching their goals.

– Teachers continually reflecting on feedback, ensuring that it informs students how to improve their learning and take them to the next step.

– Teachers focusing on developing a 'growth mindset' within the students, creating hardworking, resilient students willing to take academic risks who learn from their mistakes and strive to succeed.

– 'Data Walls' evident in all classrooms.to help track student progress along Literacy and Numeracy Progressions

– 'Bump it Up' walls evident in all classrooms. Communicating to students what learning is required to progress to the next level of learning.

2 .Differentiation of student learning.

– Updating / review of student Individualised Learning Plans and adjustments.

– Delivery of differentiated units across all KLA's.

– Staff to evaluate and further develop differentiation practices in Literacy and Numeracy.

– Identification and tracking of G&T students. Provision of enrichment and extension in class and withdrawal sessions for identified students.

– Professional Learning for staff on real world learning experiences, underpinned by evidence based pedagogies with Stage 2 and 3 students.

–Using technology as an effective means to differentiate teaching and learning experiences.

Strategic Direction 2

High quality teaching and leadership

Purpose

Carlingford Public School is dedicated to continuous improvement in teaching practices and leadership capabilities. Such development enables our staff to provide quality teaching and learning programs for our students.

Overall summary of progress

Effective leadership has enhanced collaborative practice for staff members in relation to planning, teaching and growing as a team in each of our stages. Changes in teacher practice, including the use of technology, data analysis, classroom observations, feedback and syllabus knowledge, has resulted in increased levels of student learning and engagement. Importantly, staff members are developing evidence based practice through their reflections and evaluations of collective work.

The leadership team has been successful in leading the initiatives outlined below.

- Staff members have engaged with the new strategic planning process and are routinely monitoring, evaluating and reviewing milestone implementation and impact.
- Professional Learning on National Teaching Standards & accreditation process was delivered. All staff formulated 'Personalised Development Plans' (PDP's) in consultation with supervisors. Goals were aligned with National Teaching Standards and the school's strategic directions.
- Whole school Professional Learning was linked to the school's strategic directions, whilst individual teachers attended professional learning linked to their 'Personal Development Plans'.
- Department of Education funded 'Beginning Teacher Funding' provided opportunities to link professional learning and mentoring geared towards the needs of beginning teachers.
- Support was also provided for new scheme teachers seeking accreditation at Proficient level.
- Differentiation of teaching and learning programs was a main focus with stage groups collaboratively planning units of work across various Key Learning Areas. Units were differentiated across content, process and product, providing challenging motivating and achievable tasks for all students.
- Criteria based assessment tasks developed, providing clarity to students, staff and parents as to what standards are expected for the achievement of certain grades.
- Benchmarking of work samples, pre – determined assessment criteria and consistent teacher judgement became an integral part of this process.
- Teachers specifically stating 'Learning Intentions' and 'Success Criteria' for all lessons taught. This practice made learning more transparent for students and enabled them to evaluate and track their learning journey.
- 'Bump it Up Walls' were employed in classrooms, highlighting to students their current level and what skills they need to acquire to move to the next level.
- Work samples displayed within the classroom assisted students in determining their current level of learning.
- Professional learning also focused on 'quality teacher feedback' and its impact on student learning. Based on the research of Professor John Hattie, teachers are now ensuring that their feedback to students is constructive, informing student show to improve their learning and progress to the next level.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
– New Syllabi successfully	\$8000 – Professional	– Staff refined differentiated Geography & History

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
implemented with evidence of differentiated teaching practices..	Learning Funds	differentiated units. Professional learning focused on differentiation of Literacy and Numeracy.
– Teachers familiar with National Teaching Standards and striving for excellence	\$2000 – Professional Learning funds.	– Professional Learning delivered to staff on National Teaching Standards and levels of accreditation.
– 100% of teachers have PDP's in place, with meaningful attainable goals	\$5000 – QTSS funding for casual relief.	– All teaching staff formulated PDP's with their supervisors with regular monitoring and tracking of goals.
– Beginning teacher network expanded	– \$ 60,000 – Beginning Teacher funds	– Beginning teacher support group established. Funds spent on Professional Learning and mentoring.
– Accreditation support network established.	\$5000	– Support group established for probationary teachers seeking accreditation at proficient.
– Criteria based assessment and reporting evident in teaching programs. Consistent Teacher Judgement practices evident.	\$5000 – QTSS funding	– A – E assessment criteria established for various Key Learning Areas. Consistent Teacher Judgement practices evident across all stages.
– 100% of new scheme teachers accredited or actively working towards accreditation	\$5000 – Beginning Teacher funds	In 2017, two of our new scheme teachers obtained proficient teacher accreditation. Another six teachers are currently compiling evidence for accreditation.
– Literacy & Numeracy continuums used to track student growth, program, assess and report		– Literacy and Numeracy continuums are being used across the school to track student progress. 'Data Wall' are now used in many classrooms.
– Learning Intentions and Success Criteria stated for all teaching & learning activities	\$3000 – Professional Learning	– Staff are now beginning to state learning intention and success criteria for all learning activities.
– 'Bump it up Walls' being used in classrooms to assist student learning progress	\$3000 – Professional Learning	– Staff are beginning to employ 'Bump it Up Walls' within their rooms to guide students in their learning progressions.

Next Steps

1. National Teaching Standards / Performance & Development Framework.

- 2018 PDP's in place early term 1 – linked to Teaching Standards and school strategic goals.
- Support networks set up for beginning teachers and teachers seeking accreditation.
- Interested staff consider lead and highly accomplished accreditation.

2. Deliver quality Professional Learning

- Consolidate 2017 gains in areas of; Success Criteria, Learning Intentions, Bump it Up Walls, Quality Teacher Feedback, Consistent Teacher Judgement, Criteria Based Assessment
- Provide Professional Learning on 'Literacy and Numeracy Progressions'.
- Continue work on Critical and Creative Thinking with students.
- Provide Professional Learning on real world evidence based pedagogies with Stages 2 and 3.

Strategic Direction 3

Strengthening community involvement

Purpose

To foster effective communication networks and partnerships with caregivers & the wider community to enhance student learning experiences.

Overall summary of progress

In 2017, many initiatives were put in place to improve communication and strengthen partnerships with our learning community.

Communication with parents improved through the newsletter being published electronically and emailed to all parents. The use of the school app became more widespread also enhancing communication with our community. 'Class Dojo' was introduced into the school with a number of teachers using this method. 'Class Dojo' enabled class teachers to communicate messages, work samples, photos and videos showing students achievements and progress. Our school website was continually updated and improved.

Interpreters were employed to assist EAL/D parents during parent / teacher interviews. A number of letters to parents were translated in Chinese and Korean.

Our new Kindergarten transition program continued, being held over four consecutive Tuesdays incorporating Library and Technology lessons. Our links with Cumberland High School continue to grow with our involvement 'Cumberland Community Connections' learning community. Students attended G&T Science Day & 'Showcasing Excellence' high school familiarisation program. 'COSfest' (Community of Schools film festival) was once again a huge success.. Staff were involved in Professional Learning networks across the learning community. As a learning community we planned a joint Staff Development Day focusing on 'Initiating Change'.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
– Streamlined and effective communication practices in place	\$3000 – Community Engagement funding. \$8700 – Annual Sentral subscription.	– School website continually updated, newsletters emailed to parents, Sentral Parent Portal introduced, letters translated in Chinese and Korean. Majority of teachers using 'Class Dojo'
– Increased community confidence and involvement in supporting student learning outcomes		– Parent 'Tell them from Me' surveys indicate positive community perceptions and pleasing participation rates. Increased attendance at monthly P&C meetings.
– Strengthened links to Cumberland Learning Community resulting in collaborative teacher professional learning and improved student outcomes	\$5000 Professional Learning funds	– Our 'Community of Schools' enhances teacher capacity through organising professional learning opportunities. A joint staff development day occurred in Term 3. Students were also involved in leadership training, short film festival, G&T and Science enrichment opportunities.
– Strengthened transition programs, enhancing links with local pre and high schools	\$3000 – School & Community funds	– Technology and Library sessions were incorporated into our Kindergarten transition program. Initiatives with Cumberland High School were expanded (see above)

1. Improve communication networks with parents

- Continue / improve 2017 initiatives
- Survey parents re website, school app & electronic newsletter
- Introduce 'Class Dojo' to every class within the school.
- Translation of newsletter /notes into Chinese and Korean.
- Electronic noticeboard – messages shown in multi languages.

2. Parent education sessions focusing on the new syllabus.

- Parent information sessions on the teaching of Reading comprehension and mathematics.

3. Further develop existing transition programs with local pre and high schools.

- Plan joint staff development day and professional learning opportunities with 'Cumberland Learning Community'schools.
- Continue with four day Kindy transition program, incorporating library and technology sessions.
- Plan and provide transition opportunities for Yr 6 students with Cumberland High School.
- Project Based Learning – PL for Stage 3 staff from local high schools.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1927	We have three students who identify as Aboriginal and Torres Strait Island background. Funding was used to develop Personalised Learning Pathways and set goals in collaboration with families. School Learning Support Officers were employed to ensure equity to access resources and learning experiences.
English language proficiency	\$223,778 The majority of these funds were used to employ two full time EAL/D teachers.	Funding was used to deliver Professional Learning opportunities for all staff to enhance their understanding of EAL/D phases and progression. All EAL/D students were placed on learning continuum. Individualised learning plans were developed for students with greatest need. Joint planning with EAL/D staff, class teachers and School Learning Support Officers (SLSO's) ensured quality teaching programs were in place. SLSO's were employed to assist targeted EAL/D students. A total of 125 students received EAL/D support this year.
Low level adjustment for disability	\$66,924	In addition to an allocation of two days Learning and Support Teacher (LAST), we received a flexible funding allocation of \$66,924. The LAST teacher worked with children across the school requiring extra assistance in the areas of Literacy and Numeracy. Staff were supported with Professional Learning to better understand the broad categories of disability and levels of adjustment. Participating in the 'National Consistent Collection of Data' teachers identified students with 'disability' and provided learning adjustments within their teaching / learning programs. School Learning Support Officers were also employed to provide assistance to identified students in the areas of Literacy and Numeracy.
Quality Teaching, Successful Students (QTSS)	\$36,567	QTSS funding was used to release our three Assistant Principal's off class at various times throughout the year. This time was used for various purposes including;– their attendance at various professional learning courses– to formulate 'Professional Learning Plans' with teachers under their supervision– to carry out supervision of teacher classroom practice– to provide examples of 'best practice' within the classroom
Socio-economic background	\$12,191	Funds were used to provide time for teachers to collaboratively plan and implement Individualised Learning Plans for students of greatest need. School Learning Support Officers were employed to work one on one with identified students in Literacy and Numeracy. Funds were also used to cover all of the families education expenses including school uniforms, fees and excursion expenses.
Support for beginning teachers	\$102,000	The Department has introduced a new model where all new permanent beginning teachers will receive additional release time per week

<p>Support for beginning teachers</p>	<p>\$102,000</p>	<p>to receive mentoring from an experienced teacher. Last year four of our permanent staff received funding of \$34,000 in total while five of our temporary teachers received \$67,000 between them. These funds were used,</p> <ul style="list-style-type: none"> – to attend professional learning courses targeted at beginning teachers – to release beginning teachers & their mentors off class to formulate programs, formulate 'Professional Learning Plans' and discuss assessment and reporting practices – to observe examples of 'best practice' within the classrooms of their peers.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	204	205	259	344
Girls	185	209	245	301

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.8	95.9	97	96
1	96.6	96.5	95.6	94.7
2	95.8	96.3	96.3	95.8
3	96.2	94.7	96.6	95.8
4	96.4	96	96.3	96.7
5	97.6	96	97.8	96.1
6	95.6	96.4	93.4	96.2
All Years	96.5	96	96.2	95.9
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 non-attendance is managed through the monitoring of daily roll attendance by classroom teachers. Reports are made to the school executive of patterns of non-attendance (without written explanation) which may lead to follow up by the regional Home School Liaison Officer.

Class sizes

Class	Total
K PURPLE	21
K ORANGE	20
K GREEN	20
K YELLOW	20
K BLUE	21
K RED	21
1 BLUE	25
1 YELLOW	25
1 RED	24
1 PURPLE	24
2 BLUE	24
2 YELLOW	22
2 RED	23
2 PURPLE	21
3 RED	28
3 BLUE	29
3 YELLOW	28
4 YELLOW	30
4 RED	29
4 BLUE	28
5/6 YELLOW	27
5/6 RED	27
5/6 PURPLE	26
5/6 GREEN	27
5/6 BLUE	26

Structure of classes

In 2017 we had twenty five classes. Fourteen of these were K –2 classes and eleven 3 – 6 . Of our twenty five classes, twenty were straight, with all five Stage 3 classes being composites. This structure is through choice and not necessity. The five composite classes allow Stage 3 classes to be better catered for socially and academically.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	23.45
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.4
Teacher Librarian	1.2
Teacher of ESL	2
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

Of the 37 teaching staff, we have one teacher who has an Aboriginal background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

Professional learning and teacher accreditation

All staff were involved in over 80 hours of professional learning throughout 2017. The majority of professional learning was linked to the implementation of the strategic directions, and associated projects of our 2015 – 17 School Plan

1. Engaged, personalised learning
2. High Quality Teaching and leadership
3. Strengthening community involvement

Professional Learning covered during our staff development days is listed below.

STAFF DEVELOPMENT DAYS – 2017

Term 1

– EAL/D Strategies for mainstream teachers – Margery Hertzberg

Term 2

– Speech Pathology and the implications for teaching – Mary Clarke

– Critical and Creative Thinking

Term 3

Cumberland Learning Community joint Staff Development Day (15 schools at Castle Hill RSL)

– Bringing about effective Change

PROFESSIONAL LEARNING STAFF MEETINGS – 2017

One afternoon per week was also allocated to Teacher Professional Learning sessions. An overview of the years meetings are given below.

Term 1

– Code of Conduct

– Child Protection

– Autism – implications for teaching

– Individualised Learning Plans

– CPS Facility Upgrade – designing the ideal learning space – Peter Lippman

Term 2

– Teaching Standards – Brian Miller

– Effective Reporting – evaluating CPS Semester reports

– Anaphylaxis

– Critical and Creative Thinking

– 'Bump it Up Walls'

– Critical and Creative Thinking

– Milestone evaluation

Term 3

– Flexible Learning Spaces – Peter Lippman

– Differentiating Numeracy

– Learning Support

- CPR and Anaphylaxis

Term 4

- School Plan update
- Assessment and Reporting
- School Plan – evaluating progress
- Quality Assessment
- Critical and Creative Thinking
- School Plan – where to next 2018 – 2020

As the majority of Teacher Professional Learning was delivered by DoE staff and by DoE video conference, much of our professional learning was at no cost to the school. The entire \$30,674 TPL funds allocated to the school in 2017 was spent. This equates to approximately \$876 per teacher.

As a member of the 'Cumberland Learning Community' Carlingford Public School helped plan a joint staff development day for over fifteen schools. The day focused on bringing about 'effective change' within your school.

'Cumberland Learning Community' also planned a joint professional learning afternoon. The session focussed on the accreditation process and looking at the Australian Teaching Standards. The session was run by Brian Miller.

Our school also engaged the services of Peter Lippman, an educational architect who has designed schools throughout the world. His expertise in flexible learning spaces was invaluable for our staff when considering what our classrooms would look like in the upcoming facility upgrade. Peter presented a number of whole school professional learning sessions. Over three additional days, Peter visited every classroom in the school, redesigning learning spaces with input from students and the teacher.

New Scheme Teachers

Of our 26 permanent / temporary teaching staff, eleven permanent teachers are new scheme teachers, while another four temporary teachers fall into this category.

At the beginning of the year, **nine of the fifteen** teachers had successfully achieved accreditation with the Board of Studies Teaching and Education Standards. Through continual Professional Learning, these teachers are maintaining accreditation at Proficient status. During 2017 another two of our new scheme teachers successfully achieved accreditation. During 2017, we had no staff seeking voluntary accreditation at Highly Accomplished or Lead Teacher status. Four new scheme teachers will submit their evidence for accreditation in 2018.

Beginning Teachers

Last year two of our permanent teachers

received the second and final year of their funding of \$4,063 each.

Two of our newly appointed permanent staff received \$13,450 each.

Five of our temporary teachers on full year contracts, also received \$13,450 each.

These funds were used,

- To attend professional learning courses targeted at beginning teachers
- To release beginning teachers & their mentors off class to formulate programs, formulate 'Professional Development Plans' and discuss assessment and reporting practices
- To observe examples of 'best practice' within the classrooms of their peers

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	286,085
Revenue	5,091,421
Appropriation	4,638,197
Sale of Goods and Services	15,142
Grants and Contributions	431,473
Gain and Loss	0
Other Revenue	0
Investment Income	6,608
Expenses	-4,872,378
Recurrent Expenses	-4,836,933
Employee Related	-4,273,340
Operating Expenses	-563,593
Capital Expenses	-35,445
Employee Related	0
Operating Expenses	-35,445
SURPLUS / DEFICIT FOR THE YEAR	219,043
Balance Carried Forward	505,128

This year we are carrying forward more funds than previous years. Major projects are currently on 'hold' as we wait to see what is included in our \$20 million facility upgrade. Once revealed we will then be able to proceed with upgrades to the school including a new COLA and 3 – 6 play area.

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	3,863,420
Base Per Capita	77,024
Base Location	0
Other Base	3,786,395
Equity Total	304,819
Equity Aboriginal	1,927
Equity Socio economic	12,191
Equity Language	223,778
Equity Disability	66,924
Targeted Total	58,211
Other Total	81,375
Grand Total	4,307,825

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.

NAPLAN – Yr 3 Literacy

Our Year 3 Literacy results were outstanding.

For Reading, 49% of our Year 3 students were placed in the top band, with 74% of students were achieving in the top two bands. This is consistent with the school's average over the past three years. Our results are significantly higher than the state average of 51%, and the similar school groups average of 64%.

For Year 3 Writing 69% of our students were achieving in the top two bands. Our results are significantly higher than the state average of 53%, and the similar school groups average of 64%.

In Grammar and Punctuation, 65% of our Year 3 students were placed in the top band, with 84% being placed in the top two. This percentage is higher than the school average between 2015 – 2017. Our percentage of students in the top two bands compares favourably to the state average of 53% similar school groups of 73%.

In Year 3 Spelling, 49% of students were placed in the top band, with 73% in the top two. This percentage of students compares favourably to the state average of 54%, and the similar school group average of 66% .

Our pleasing Year 3 Literacy results can be attributed to our quality Literacy programs operating in years K – 3. The schools major initiative 'Focus on Reading' throughout 2015 /16, where staff were involved in 32 hours of Professional Learning, obviously had a positive impact on results. This program primarily concentrated on developing student comprehension strategies. Our results reflect the explicit teaching of Literacy in Years K – 3

NAPLAN – Yr 5 Literacy

For Reading, 63% of our Year 5 students were placed in the top two bands. This percentage is well above the school average between 2015 – 2017 of 56%. Our results are significantly higher than the state average of 40% and the similar school groups average of 54%.

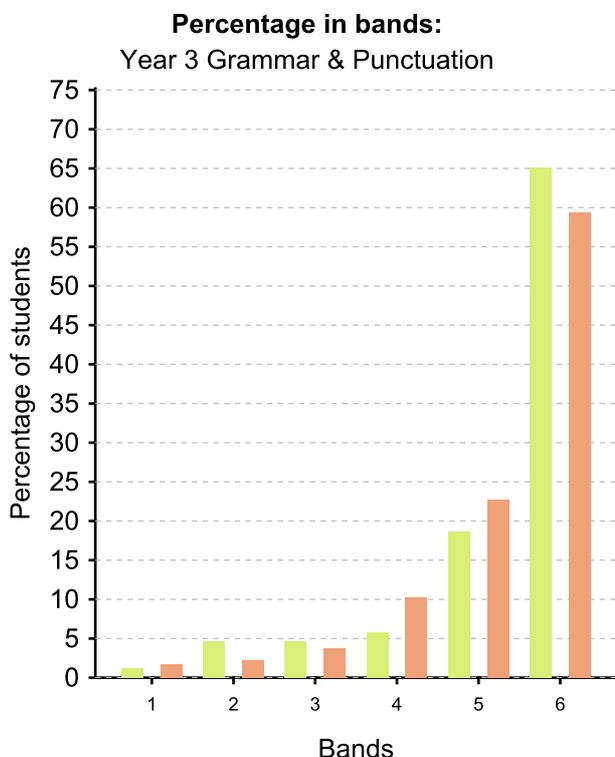
For Year 5 Writing 33% of our students were achieving in the top two bands. 40% of our students achieved in band 6. Analysis of data shows most of these students were only a few marks away from achieving in a higher band. The percentage of students in the top two bands is higher than the school average between 2015 – 2017. Our results for the top two bands are

significantly higher than the state average of 18% and the similar school groups average of 27%.

In Grammar and Punctuation, 58% of our Year 5 students were placed in the top two bands. The percentage of students in the top two bands is higher than the school average between 2015 – 2017 of 54%.. Our results for the top two bands are higher than the state average of 36% and the similar school groups average of 49%..

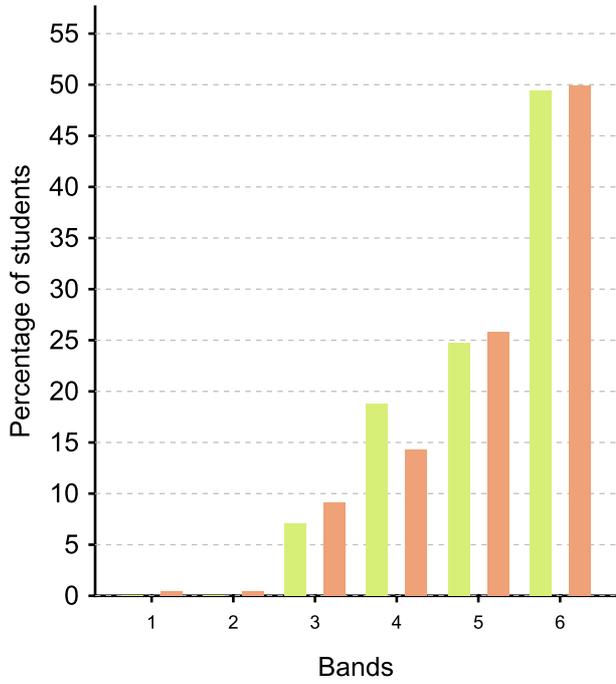
In Year 5 Spelling, 69% of students were placed in the top two bands. This percentage is higher than the school average between 2015 – 2017 of 57%. Our percentage of students in the top two bands is significantly higher than the state average of 38% and the similar schools group average of 52%.

In 2017 we employed an EAL/D teacher and Learning Support Officer to work specifically with our Stage 3 students. As a result we have seen significant improvement from our 2016 results.



Band	1	2	3	4	5	6
Percentage of students	1.2	4.7	4.7	5.8	18.6	65.1
School avg 2015-2017	1.7	2.2	3.7	10.3	22.7	59.4

**Percentage in bands:
Year 3 Reading**

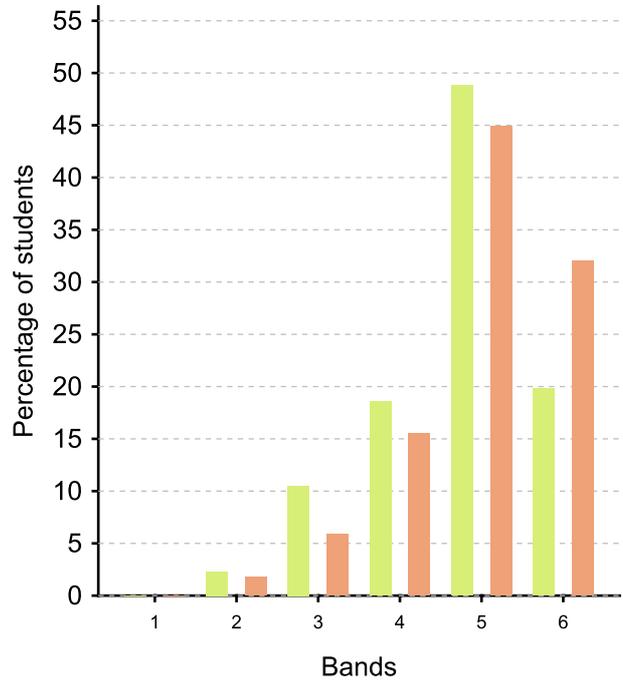


■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	7.1	18.8	24.7	49.4
School avg 2015-2017	0.4	0.4	9.1	14.3	25.8	49.9

Band	1	2	3	4	5	6
Percentage of students	1.2	1.2	5.8	18.6	24.4	48.8
School avg 2015-2017	0.4	1.5	5.2	16.3	22.8	53.9

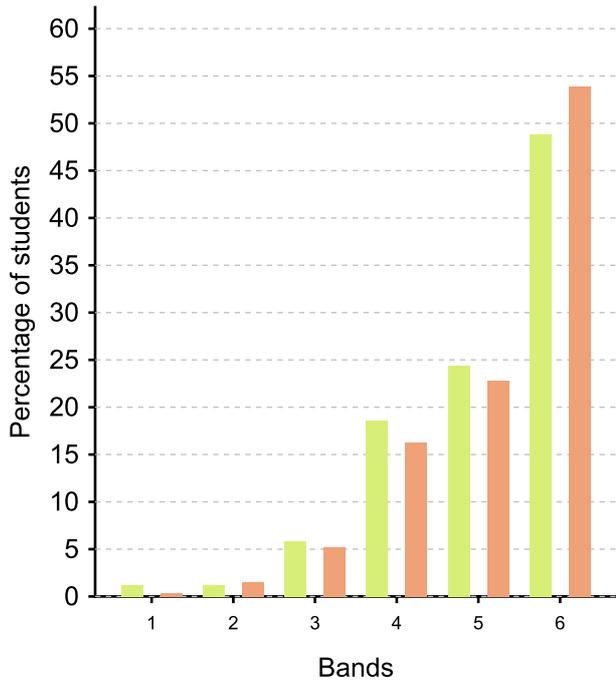
**Percentage in bands:
Year 3 Writing**



■ Percentage in Bands
■ School Average 2015-2017

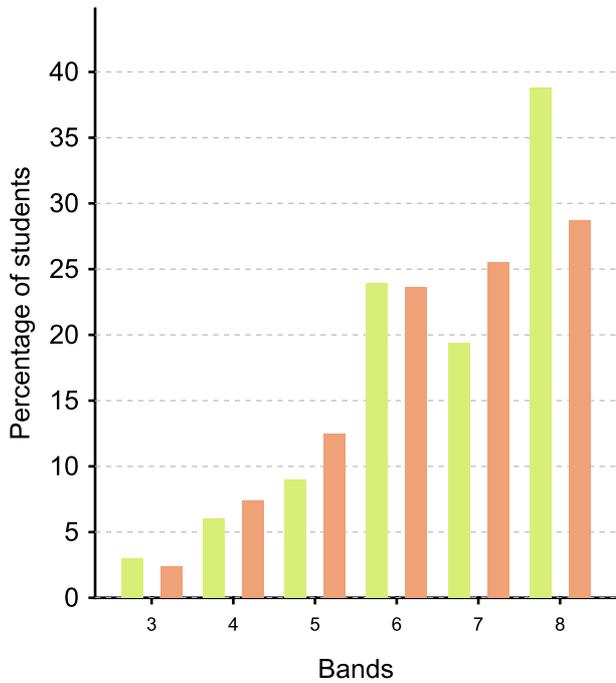
Band	1	2	3	4	5	6
Percentage of students	0.0	2.3	10.5	18.6	48.8	19.8
School avg 2015-2017	0.0	1.8	5.9	15.5	44.9	32.0

**Percentage in bands:
Year 3 Spelling**



■ Percentage in Bands
■ School Average 2015-2017

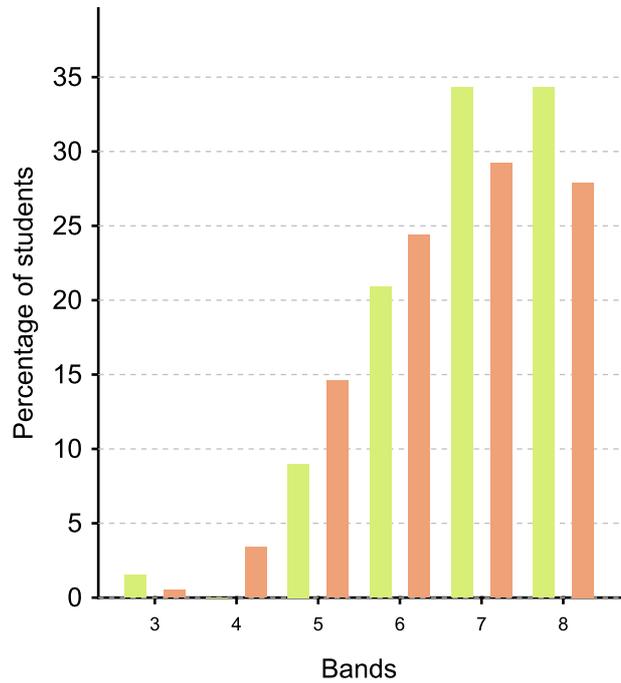
Percentage in bands:
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	3.0	6.0	9.0	23.9	19.4	38.8
School avg 2015-2017	2.4	7.4	12.5	23.6	25.5	28.7

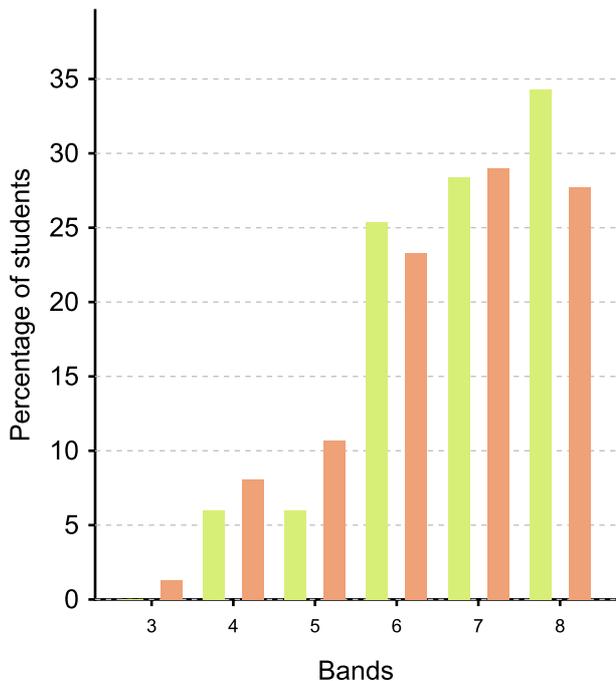
Band	3	4	5	6	7	8
Percentage of students	0.0	6.0	6.0	25.4	28.4	34.3
School avg 2015-2017	1.3	8.1	10.7	23.3	29.0	27.7

Percentage in bands:
Year 5 Spelling

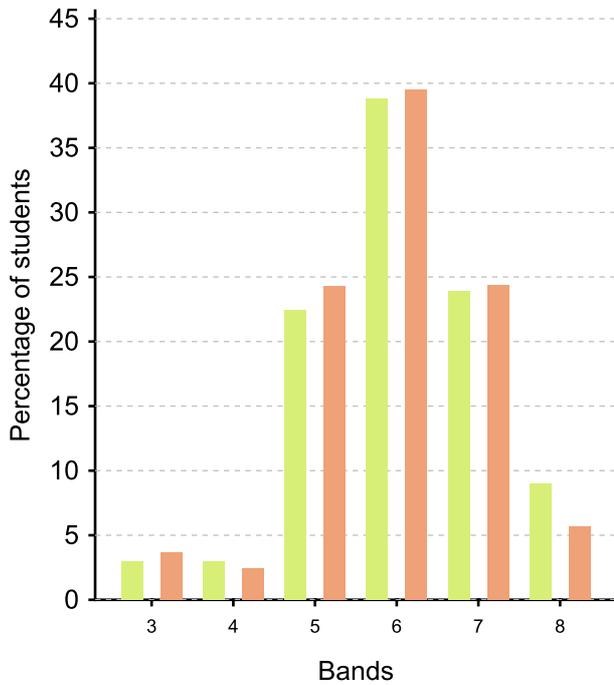


Band	3	4	5	6	7	8
Percentage of students	1.5	0.0	9.0	20.9	34.3	34.3
School avg 2015-2017	0.5	3.4	14.6	24.4	29.2	27.9

Percentage in bands:
Year 5 Reading

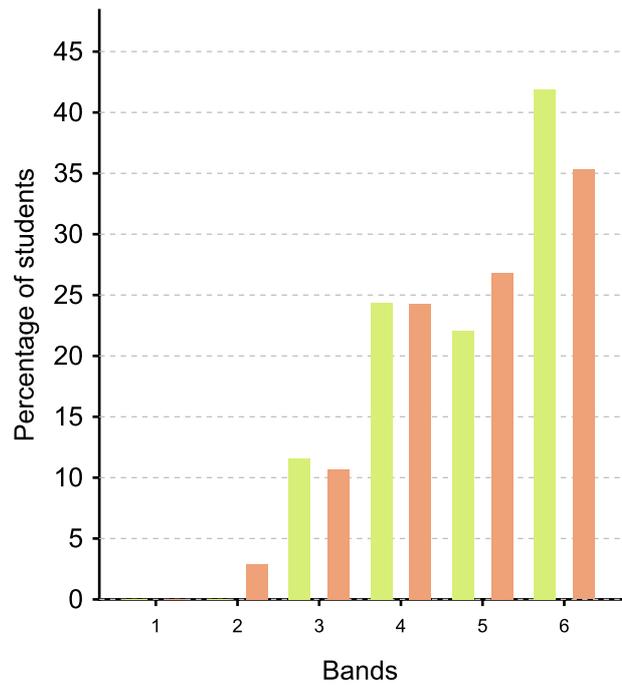


Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	3.0	3.0	22.4	38.8	23.9	9.0
School avg 2015-2017	3.7	2.4	24.3	39.5	24.4	5.7

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	11.6	24.4	22.1	41.9
School avg 2015-2017	0.0	2.9	10.7	24.3	26.8	35.3

NAPLAN – Yr 3 Numeracy

Our Year 3 Numeracy results were very pleasing.

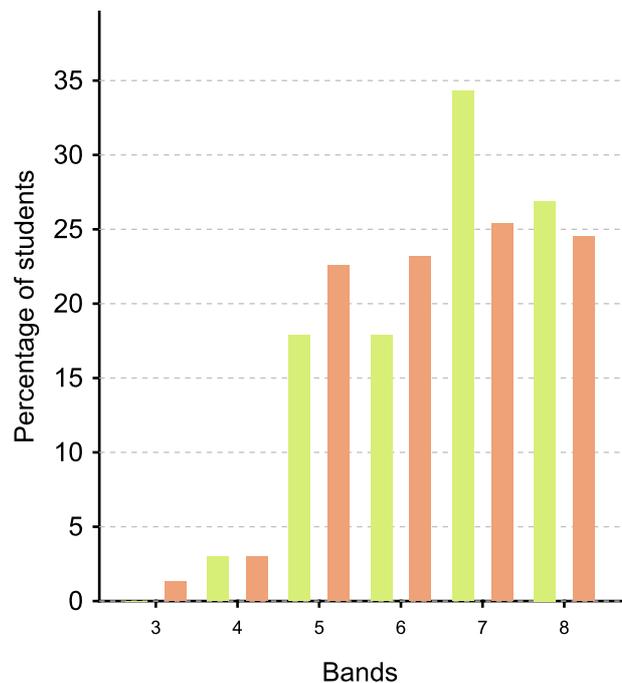
64% of Year 3 students placed in the top two bands. This is slightly higher than our 2015 – 2017 average of 62%. Our percentage of students in the top two bands compares favourably to the state average of 43% and the similar school groups average of 58%.

These pleasing Numeracy results can be attributed to our quality Numeracy programs operating in years K – 3.

NAPLAN– Yr 5 Numeracy

61% of our Year 5 students were placed in the top two bands. The percentage of students in the top two bands is significantly higher than the school average between 2015 – 2017 of 50%. Our results are significantly higher than the state average of 32% and the similar school groups average of 47%.

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	3.0	17.9	17.9	34.3	26.9
School avg 2015-2017	1.3	3.0	22.6	23.2	25.4	24.5

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.

Carlingford Public School has met the '*Premier's Priorities*' of "increasing the proportion of students in the top two NAPLAN bands for Reading & Numeracy" with the percentage of 2017 Year 3 and Year 5 students in the top two bands being higher than the average of the previous three years.

Parent/caregiver, student, teacher satisfaction

SCHOOL EXCELLENCE FRAMEWORK SURVEYS

In 2017, staff and parents completed a survey based around the Department of Education produced 'School Excellence Framework'. Opinions were sought on the three areas of Learning, Teaching and Leading. Their responses are presented below.

PARENT FEEDBACK

A survey was sent home, giving every parent in the school the opportunity to provide feedback. The survey gave parents the option of rating questions 'almost always, usually, rarely and not sure'.

Learning Survey

The responses of 94% of parents surveyed were in the 'almost always' or 'usually' column.

Overall, parents felt Carlingford Public School to be a friendly welcoming school with supportive student welfare practices in place.

Academically, parents felt students were engaged in innovative lessons that developed the knowledge understanding and skills of all students. Parents felt that students individual needs were being met and learning progress was well communicated. The school has established active partnerships with parents and the community to support learning.

Teaching Survey

The responses of 84% of parents surveyed were in the 'almost always' or 'usually' column.

Parents felt teachers delivered lessons that were focused on developing the overall potential of all students in their class. Parents agreed that teachers regularly make time to review learning with each student, ensuring they have a clear understanding of how to improve their learning. Parents viewed teaching programs as innovative and engaging.

Leading Survey

The responses of 80% of parents surveyed were in the 'almost always' or 'usually' column.

Parents felt that the school leadership team effectively lead the school, promoting a culture of high expectations and community engagement. Parents indicated that the school is inclusive and responsive to community feedback.

TEACHER FEEDBACK

All staff were surveyed on Learning, Teaching and Leading, the three domains of 'The School Excellence Framework'.

Learning Survey

The responses of 96% of teachers surveyed were in the 'almost always' or 'usually' column.

100% of teachers agreed that the school is focused on learning excellence for every student.

100% of teachers agreed that the school promotes student wellbeing and creates an environment conducive for learning success. Students are actively engaged in lessons that cater for individual learning needs resulting in academic growth for all students.

Teachers indicated that students are becoming more involved in, and reflective of their own learning with the setting of personal learning goals.

Teaching Survey

The responses of 96% of teachers surveyed were in the 'almost always' or 'usually' column.

100% of teachers agreed that the teaching programs are innovative, engaging and focused on developing the overall potential of every student.

Survey results indicate that 95% of teachers use assessment data to differentiate teaching and learning programs within their classrooms.

Leading Survey

The responses of 90% of teachers surveyed were in the 'almost always' or 'usually' column.

All teachers indicated that the school leadership team effectively lead the school, striving for continual improvement of students and staff.

Staff indicated they are committed to, and can articulate each strategic direction in the 2015 – 17 School Plan.

'TELL THEM FROM ME' STUDENT SATISFACTION SURVEY

Students in Years 4 – 6 (189 in total) participated in the Department of Education supported 'Tell them from Me' survey which measures 20 indicators of school and classroom effectiveness based on the most recent research.

For 'social – emotional' outcomes, Carlingford students rated significantly higher than the state norm in measures of; a high sense of belonging, positive relationships, valuing school outcomes, positive behaviour, being interested and motivated and striving to succeed in their learning.

Similarly when measuring 'drivers of student learning outcomes' (effective learning time, relevance of lessons, positive student / teacher relations, positive learning climate, expectations for success), our students once again scored significantly higher than the NSW norm across all areas.

Social – Emotional Outcomes

– Students with a positive sense of belonging (accepted & valued by peers & others) – 82% of students with 'high sense of belonging'.

– Students with positive relationships – 84% have friends at school they can trust & who encourage them to make positive choices

– 93% of students 'valued school outcomes'. – Students always displaying appropriate behaviour

– 95% of students 'always displayed positive behaviour'. – Students interested in their learning

– 80% of students were 'interested and motivated in their learning'. – Students try hard to succeed in their learning

– 93% of students 'always tried hard to succeed'.

Drivers of Student Outcome

– Classroom concepts are taught well, class time used well – Students rated 'effective classroom learning' as 8.4 / 10.

– Students find classroom instruction relevant to their everyday lives – Students rated 'relevance' as 8.3 / 10.

– Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them to learn – Students rated 'rigour' as 8.2 / 10.

– Students feel they have someone at school who consistently provides encouragement and can be turned to for advice – Students rated 'advocacy' as 7.7 / 10.

– Students feel they have a positive relationship with their teacher – Students rated 'Positive student /teacher relationship' as 8.4 / 10.

– Clear rules and expectations for classroom behaviour – Students rated 'Positive learning climate of the classroom' as 7.3 / 10.

– School staff emphasise academic skills & hold high expectations for all students to succeed – Students rated 'Teacher's expectations for success' as 8.9 / 10.'

TELL THEM FROM ME' TEACHER SURVEY

Teachers participated in the Department of Education supported 'Tell them from Me' survey which measures 'Eight Drivers of Student Learning'.

Drivers of Student Outcome –TEACHERS

– Effective leadership across the school, leading to quality teaching and learning – Teachers rated 'Effective Leadership' as 7.4 / 10.

– Staff collaboration and teamwork leading to quality teaching and improved learning outcomes – Teachers rated 'Staff Collaboration' as 7.6/ 10.

– Positive Learning Culture where teachers strived to provide conditions for all students to achieve learning success – Teachers rated 'Positive Learning Culture' as 8.2 / 10.

– Data informing practice where student results guide future teaching and learning practice – Teachers rated 'Data informing practice' as 8.0 / 10.

– Effective teaching strategies, meeting the learning needs of all students – Teachers rated 'Effective teaching strategies' as 8.3 / 10.

– Technology used to support student learning outcomes – Teachers rated 'Technology' as 7.1 / 10.

– Inclusive schooling where the needs of students with 'special learning needs' are catered for – Teachers rated 'Inclusive schooling' as 8.7 / 10.

– Parental involvement where students are actively involved in their child's learning – Teachers rated 'Parental involvement' as 7.7 / 10.

Four Dimensions of Classroom and School Practice

When teachers were surveyed on four critical elements of classroom and school practice, again results were overwhelmingly positive.

– Setting challenging and visible student learning goals – Teachers rated this dimension as 7.8 / 10.

– Planned Learning Opportunities, where teachers plan and deliver challenging teaching and learning programs for all students – Teachers rated this dimension as 8.0 / 10.

– Quality feedback, where teachers provide individualised constructive feedback to all students leading to student growth – Teachers rated this dimension as 7.7 / 10.

– Overcoming obstacles to learning, where teachers tailor individualised learning plans for each child to achieve success – Teachers rated this dimension as 8.0 / 10.

'TELL THEM FROM ME' PARENT SURVEY –

Partners in Learning

Parents participated in the Department of Education supported 'Tell them from Me' survey which measures parent's perceptions of their children's experiences at school. Responses also indicate opinions on communication between school and the community, parental involvement and their sense of inclusiveness and belonging in the school community.

– Parents' feeling 'welcome at school' was rated as 7.7 /10.

– Parents' feeling 'informed of school events and their child's progress' was rated as 6.3 / 10.

Parent participation data was pleasing with,

– 96% of parents surveyed had discussions with their child's teacher regarding their progress.

– 100% of parents had attended a meeting at the school.

– 25% of parents surveyed had volunteered in the canteen.

– 20% of parents surveyed had volunteered in their child's classroom.

– 37% of parents surveyed had 'assisted their child's teacher' in some form.

– Parents feeling that the 'school supports learning' was rated as 6.8 / 10.

– Parents feeling that the 'students are well behaved and respectful' was rated as 7.5 / 10.

– Parents feeling that the 'school provided a safe learning environment' was rated as 7.3 /10.

Parents feeling that the 'school was inclusive – catering for the needs of all students' was rated as 6.8 / 10.

Communication with Parents

– 91% of parents thought that our current school report was an effective way to communicate student progress.

– 75% of parents thought that parent / teacher interviews were effective.

– 86% of parents found the school website was an effective source to access information.

– 96% of parents found the school newsletter an effective form of communication.

– 80% of parents found attending P&C meetings an effective way to be informed of the latest school information.

– 95% of parents found emails / Class DOJO a great way to stay informed of school events.

Policy requirements

Aboriginal education

Carlingford Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they can achieve their personal best in every aspect of their education. Although only three students in the school identified as Aboriginal and Torres Strait Islander descent, inclusion of Aboriginal perspectives in the teaching programs ensured all of our students education opportunities were inclusive of our Aboriginal heritage. Carlingford Public School promotes respect for the unique and ancient culture of Aboriginal people in the following ways; Acknowledging the traditional custodians of the land at all assemblies and the flying of the Aboriginal flag every day. Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Indigenous Australians culture and heritage.

Multicultural and anti-racism education

Carlingford Public School is a vibrant, caring multicultural school with 80% of students from a language background other than English. More than 60 languages are spoken with significant ethnic groups of Chinese, Korean, Indian and Arabic. The school endeavours to provide high quality education for all students to develop caring individuals capable of exercising responsibility in the wider context of a multicultural society.

Multicultural perspectives are integrated across the curriculum in order to develop the knowledge, skills and attitudes required for our culturally diverse Australian society, which we celebrate daily. Harmony Day is celebrated around Australia in March and is a day for all Australians to celebrate our unique cultural diversity.

We celebrated Harmony Day on 23rd March with a special Assembly centred on the theme of diversity, tolerance and harmony around the globe. Students were encouraged to wear national clothing or ORANGE, the colour of Harmony Day. The students in their national clothing joined the procession of the international fashion parade during the assembly.

To show pride in our ethnic backgrounds, students participated in a Harmony Day World Map activity to track their ancestry and discussed their diverse language and cultural backgrounds. A big world map, covered in dots which represented heritage of all the students in our school, was made and displayed in foyer to highlight the importance of the day.

Apart from Harmony Day, many other activities were held in our school to foster cultural respect and to promote intercultural communication and understanding:

- In June 2017, four of our students participated in the Zone finals of the Multicultural Public Speaking

Competition. One of our Stage 3 students received a 'Highly Commended' Award for his outstanding speech.

- In June, Refugee week was celebrated in our school to raise awareness of issues affecting refugees. This provided an opportunity for students to reflect on how they can provide a safe and welcoming environment for refugees while celebrating the positive contributions made by refugees to our community. Students participated in activities in their classroom centered on the theme 'With Courage Let Us All Combine' and read the book 'Stepping Stones: A Refugee Family Journey' by Margriet Ruurs and Nizar Ali Badr. A special assembly was also held to mark the occasion.

- In July, NAIDOC week (National Aborigines and Islanders Day Observance Committee) was celebrated. NAIDOC week is a time to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. The 2017 theme was 'Our Languages Matter' which aimed to emphasise and celebrate the unique and essential role that Indigenous languages play in cultural identity, linking people to their land and water and in the transmission of Aboriginal and Torres Strait Islander history, spirituality and rites, through story and song. Students celebrated this theme with an activity based on the book 'Why I love Australia' by Bronwyn Bancroft. Artwork was also created in the style of the book to display in the school hall.

- In December, students who had been attending Chinese Language Classes on Tuesday afternoons participated in a Chinese Language Concert in the hall. They put on a series of performances, including singing Chinese folk songs, reading Mandarin tongue twister and poetry, to display their Chinese language skills learnt throughout the year.