

# Carlton South Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of Carlton South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Darren Galea

Principal

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## Message from the Principal

I am pleased to present the 2018 Annual Report of Carlton South Public School. Our school community has sustained a journey of growth in another year of consolidation after significant reform across all public schools in NSW over the past five years. 2018 also signifies a new three-year planning cycle, this planning cycle (introduced in 2015) has been successful in enabling school leaders to respond to the local needs of students, staff and school community.

The School Plan 2018–2020 with the three strategic directions of **Learning Excellence**, **Teaching Excellence** and **School & Community Leadership Excellence** have been developed through extensive, ongoing consultation with all stakeholders of the school community including students, staff, parents and members of the wider community. Our plan is directly aligned to the School Excellence Framework.

The year 2018 has been very productive and enriching with several highlights and successes to celebrate within the classroom and wider-school context including the:

\* Ongoing positive feedback from members of the school community via the 'Tell Them From Me' survey. Our school community has participated in these surveys over the past four years and data during this timeframe indicates pleasingly high levels of satisfaction from all stakeholders across all aspects of the school's operation. Parents have highlighted the two-way communication, inclusive school, welcoming environment and safety at school all above state norms. Students have highlighted opportunities to participate in sport, positive teacher-student relations, positive behaviour at school and expectations for success as strengths. Similarly, these results have been significantly higher than state norms over the past four years;

\* Improvement in 2018 NAPLAN results in Year 5 with student performance data significantly above that of the state across the top two achievement bands. Reading 42% (33% state), Writing 20% (14% state), Spelling 40% (35% state), Grammar & Punctuation 40% (33% state) and Numeracy 42% (30% state). This is the school's best Year 5 NAPLAN results in a number of years;

\* Establishment of evidence-based Professional Learning Communities (PLCs) to promote continuous improvement and collective teacher efficacy across the school. These communities are responsible for driving school improvement through the provision of quality teacher professional learning and school plan milestone monitoring. Six PLCs have been established in 2018, linked to key processes articulated within the school plan, focusing on student learning, reflective dialogue and action enquiry;

\* Continued promotion of sustainability and environmental awareness within the school community, including undertaking an extensive waste audit and the establishment of a variety of initiatives including 'Nude Food Days' to reduce plastic waste and the 'Return and Earn' recycling system for drink containers;

\* Sustained success of the Bayside Community of Schools (CoS). Bayside CoS was presented with an Ultimo Operational Directorate Award in 2016 and this year collaboration across the seven Bayside CoS increased with an explicit focus on quality teacher professional learning. Over the past four years, the Bayside CoS has been able to engage a number of high-profile presenters. In 2018 Mr Andrew Fuller was engaged to deliver brain-based learning linked to common strategic directions across the CoS.

As the principal of Carlton South Public School, I am very lucky and privileged to work with such a dedicated group of teaching professionals. Furthermore, I'd also like to take the opportunity to thank the School Administrative and Support Staff who do a magnificent job in ensuring school operations run as smoothly as possible each and every year. Lastly, the ongoing support and advocacy of our parents and families within the school community have been an essential component of our welcoming, friendly, inclusive and productive school culture.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parents and students and provides an authentic account of the school's achievements and areas for further development.

Darren Galea

Principal

December 2018

# School background

## School vision statement

At Carlton South Public School we strive to prepare all students to succeed in a dynamic world through quality teaching and building high expectations in learning. Students will be provided with opportunities to develop essential life competencies in order to be adaptive and responsible citizens.

## School context

Carlton South Public School is a large, diverse school with approximately 645 students, 75% of which come from a language background other than English. The school is located in the southern suburbs of metropolitan Sydney in close proximity to the St George Hospital and St George TAFE. Carlton South Public School is a proud member of the Bayside Community of Schools comprising of five primary schools and two secondary schools, who collaborate to sustain quality teaching practice to enhance student learning. The school is focused on utilising dynamic, evidence-based teaching practices that incorporate innovative digital technologies and personalised learning for every student. The school values its community partnerships which develop a sense of belonging for each student, as well as supporting the school's vision to empower students to develop a sense of personal and social responsibility for their actions.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, Carlton South Public School undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Teaching staff have been provided with a number of opportunities to engage with the School Excellence Framework and were involved in teacher professional learning sessions, consolidating their knowledge of the three domains.

The school executive team, along with all teaching staff were also involved in the self-assessment process with the School Excellence Framework by undertaking the self-assessment survey. This has been designed to support Carlton South Public School to capture a "point-in-time" judgement that has been informed by our ongoing self-assessment processes utilising the School Excellence Framework. This process included analysing school evidence and reflecting on statements of excellence for each of the elements.

Results of the self-assessment by the teaching staff with executive support included:

**Learning:** Sustaining and Growing for the elements of: Learning Culture, Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures.

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

**Leading:** Sustaining and Growing for the elements of: Educational Leadership, School Planning, Implementation & Reporting, School Resources and Management Practices & Processes.

Processes as part of the School Plan 2018–2020 aligning with the **Learning** Domain of the School Excellence Framework have included: **Formative Assessment, Personalised Learning and Life Competencies**. The school has created a culture of high expectations that is focused on deep learning with all students working towards growth in literacy and numeracy outcomes. Staff used data as evidence and formative assessment practices to personalise learning for all students. Carlton South Public School continued with the implementation of **Formative Assessment** across all Learning Areas, with a whole school focus on the delivery of effective feedback in literacy and numeracy to improve student learning outcomes.

To further enhance the use of formative assessment across all learning areas, all staff will participate in professional learning coordinated by the Corwin Australia on Visible Learning beginning in 2019. This project will run for three years. The use of formative assessment in all classrooms ensured the implementation of the second key process of **Personalised Learning**.

Teaching staff clearly indicate the learning intention and the success criteria for all learning experiences and this has enabled personalised learning for students through the differentiation of success criteria. Students are now more aware of what they need to do to achieve success, which is aligned to their learning goals. Programs have been established across the school to ensure the wellbeing of students, enabling them to connect, succeed and thrive. This is working towards students developing essential **Life Competencies** such as, problem solving, critical and creative thinking and resilience.

Processes as part of the School Plan 2018–2020 aligning to the **Teaching** Domain of the School Excellence Framework have included: **Evidence-based Teaching Practices, Innovative Digital Technologies** and **Enhanced Data Literacy/Analysis Skills**. The school continued its focus on promoting collaborative practices. All staff share the responsibility of improving student engagement, learning and success. All staff have been trained and have implemented **Evidence Based Teaching Practices** in literacy. Early Stage 1 and Stage 1 staff were trained and implemented Textual Concepts, while Stage 2 and Stage 3 staff were trained in the Seven Steps to Writing Success program and successfully implemented it. Carlton South Public School continued to be innovative with its use of technology as a tool to enhance student engagement and learning. All staff received targeted professional learning to develop and enhance their knowledge and skills in the use of technology. Teachers across all stages are now using interactive technology such as Google Classroom and SeeSaw as a way to improve engagement, encourage links between home and school, and as an alternative to traditional methods for students to produce and present work. All students participated in coding and robotics activities throughout 2018. Teaching staff also received professional learning in **Data Literacy and Analysis**. Staff used this data, along with formative assessment strategies, to inform teaching practice and planning.

Processes as part of the School Plan 2018–2020 aligning to the **Leading** Domain of the School Excellence Framework have included: **Professional Learning Communities, Student Voice** and **Engagement with the Community**. **Professional Learning Communities** have been established and aligned with the 2018–2020 Carlton South Public School, School Plan. Each **Professional Learning Community** is related to the continuous improvement of teaching and learning promoting collective efficacy. **Student Voice** has been promoted through an increase in leadership opportunities for students. Our student leadership team developed a community based project, where they worked with seniors from our local community, acting as mentors to improve their technology skills. This project was a success and there was a request from Kogarah Community Services for this to continue in 2019. Carlton South Public School's involvement with the Bayside Community of Schools continued and all staff participated in a conference style professional learning session. Andrew Fuller was the keynote speaker and presented a neuroscience workshop. Parents have had the opportunity to attend parent information sessions and workshops that have focused on promoting collaborative partnerships between home and school to engage parents in their child's learning.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>



## Strategic Direction 1

### Learning Excellence

#### Purpose

The creation of high expectations will result in a school culture that is focused on deep learning with all students demonstrating growth in literacy and numeracy outcomes, utilising data as evidence and formative assessment to inform the level of growth for all students. Teachers will plan for the wellbeing and learning needs of all students and the development of essential life competencies, such as, problem solving, critical and creative thinking, communication, resilience and intercultural understanding, as well as the ability to learn, adapt and be responsible citizens.

#### Overall summary of progress

##### Process 1: Formative Assessment

Formative Assessment practices have continued to be promoted across the school through professional learning sessions for all staff which were led by the Formative Assessment Professional Learning Community. The Formative Assessment Professional Learning Community was made up of teaching staff from each stage, as well as specialist staff. The Professional Learning Community initially ran a professional learning session where, through consultation with the entire staff, the whole school Performance and Development Plan goal was developed. The whole school goal for all staff was: 'To continue to embed learning intentions and success criteria across all Learning Areas and explore and embed the formative assessment strategy of effective feedback in literacy and numeracy.' As formative assessment was the focus for the entire school, this gave direction to the Formative Assessment Professional Learning Community in regards to developing whole school professional learning. The Professional Learning Community would meet twice a term and discuss what was working and what were areas of need for the members of their stage. From these meetings, formative assessment whole school professional learning sessions were developed and then delivered to the entire staff. Exit slips and surveys were collected at the end of each session to also assist in determining where to next and what was needed by staff. Staff were left with techniques and strategies to implement with their class so the whole school goal was on track to be achieved.

##### Process 2: Personalised Learning

In 2018 the Personalised Learning Team was created within the network of Professional Learning Communities (PLCs) established at Carlton South Public School. The Personalised Learning Team merged with the former Gifted and Talented Committee to create a specialised focus group. The focus for 2018 was developing a Gifted and Talented Policy (G&T) for Carlton South Public School and to establish procedures, identification processes, resources and programs for Gifted and Talented students at our school. To strengthen the identification process and to support staff working with G & T students, two staff provided teacher professional learning to the whole school based on the GERRIC courses they had attended. Teaching staff were asked to plot the school using the Gifted and Talented self assessment rubric. This provided the team with some baseline data. The 'Engquest' program was set up for students in K-2 and 3-6 to get them working on projects with like minded students. This program will continue in 2019 due to its success. The team sought the support of local schools and the Bayside Community of Schools for Gifted and Talented students was established. Within this community of schools the programs of 'Night of the Noteables' and 'Tournament of the Minds' for Mathematics were identified as targets for 2019. At the end of 2018 our Gifted and Talented Policy was still a work in progress as we wait for the Department of Education to release their updated Gifted and Talented Policy.

##### Process 3: Life Competencies

The Life Competencies Professional Learning Communities key focus was to deepen understandings of life competencies within an education framework, followed by the development of policies and programs to be embedded within teaching and learning practices. The initial document for analysis by the team was Dr Phil Lambert's paper, 'Hard Focus on "Soft" Skills' (Education: Future Frontiers). The team harvested baseline data to identify staff understandings of life competencies and the extent of inclusion in current teaching and learning practices. The data revealed that the majority of staff didn't identify with or understand the term life competencies. It was noted that many staff included life competencies in their teaching practices including problem solving (70.8%), communication (87.5%), resilience (58.3%), respectful relationships (62.5%), social skills and team work (50%), but staff did not associate these practices with life competencies. The data demonstrated life competency strands of innovation and enterprise (0%), intercultural understanding (12.5%), self-efficacy (12.5%), were not embedded in teaching practices. As a result, it was identified that life competencies upskilling of the committee was required to facilitate understandings through effective teacher professional learning. All teaching staff attended professional learning sessions where keynote speaker Andrew Fuller delivered an address on 'Resilience'. Following this workshop the team questioned how a life competencies framework could be included into teaching and learning programs; and which schools were implementing life competencies successfully and how we could learn from them.

The team formed the view that ongoing professional learning, information gathering and sharing of information should be a sustained strategic focus. Team members participated in Life Competencies online master classes. The view was taken to prioritise the life competencies focus of how we can, within the school, develop and heighten the importance of these skills. It was discussed there was evidence of an increased understanding amongst teaching staff of the essential life competencies necessary to equip students in an ever-changing world. Following professional collaboration amongst teaching staff it is planned there will be collective identification of essential life competencies, collaborative planning of preferred focus of life competencies within our school and embedding of these competencies in existing teaching and learning programs.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School identifies what growth is expected for each student and there is an increased number of students achieving expected growth in literacy and numeracy.	Literacy Budget \$10 000 Numeracy Budget \$5 000	<ul style="list-style-type: none"> <li>• Increase by 15% of Year 5 students demonstrating expected growth in NAPLAN Writing 2018 from previous year</li> <li>• 57% of Year 5 students demonstrating expected growth in NAPLAN Reading 2018</li> <li>• 67% of Year 5 students demonstrating expected growth in NAPLAN Numeracy 2018</li> </ul>
Increased proportion of students in the top two NAPLAN bands for literacy and numeracy. (Premier's Priorities)	Literacy Budget \$10 000 Numeracy Budget \$5 000	<ul style="list-style-type: none"> <li>• Year 3 students 54% NAPLAN Reading 2018 &amp; 38% NAPLAN Numeracy 2018</li> <li>• Year 5 students 42% NAPLAN Reading 2018 &amp; 41% NAPLAN Numeracy 2018</li> </ul>
Increased proportion of students demonstrating confidence in their ability to engage in their learning and be responsible citizens.	Student Wellbeing Budget \$5 000	<ul style="list-style-type: none"> <li>• 96% of students participate in extracurricular activities</li> <li>• 93% of students value schooling outcomes</li> <li>• 93% of students demonstrate positive behaviour at school</li> <li>• 84% of students demonstrate positive relationships</li> <li>• 77% of students are interested and motivated in their learning (Tell Them From Me, Student Engagement–Primary Survey 2018)</li> </ul>

## Next Steps

- The next phase for the Formative Assessment Professional Learning Community will see our school partnering with Corwin Australia, who work closely with educators to support them to make the greatest impact on teaching and learning. All staff will be involved in targeted professional learning and collection of evidence to support developing all students to understand their own learning journey. In 2019, the whole school goal will continue to promote the delivery of effective feedback, and support students to understand where they are in their learning journey and where they need to be. Professional learning will allow staff to develop strategies that will support students to become visible learners; to articulate where they are going, how they will get there, and what they will learn next. Executive staff will be involved in the collection of evidence that will allow them to reflect on the impact of implementing the visible learning system in terms of student learning outcomes.
- The next phase for the Personalised Learning Professional Learning Community will involve revising the flowchart for identification of Gifted and Talented students. A number of initiatives for identified Gifted and Talented students will be offered to support and strengthen their learning. Staff will be involved in familiarising themselves with the Learning Progressions to support their understanding of how they can be used to personalise learning for all students.
- The next phase for the Life Competencies Professional Learning Community will follow up on staff feedback at the end of 2018, and will look into ways in which Life Competencies can be linked with our Good Discipline, Effective Learning Policy and our Promoting Positive Behaviour program. This will ensure a consistent approach across all initiatives and ensure our school values are embedded across each one.

## Strategic Direction 2

### Teaching Excellence

#### Purpose

The promotion of collaborative practices will lead to all staff sharing the responsibility of improving student engagement, learning and success. Evidence-based teaching practices will be utilised in order to optimise learning and develop high quality teaching and instructional leadership. The increased emphasis on enhanced data literacy and analysis will inform teaching practices and the planning process. Teaching excellence will be created through quality professional learning and teachers will be supported in their ability to utilise innovative digital technologies and future-focused practices.

#### Overall summary of progress

##### Process 1 Evidence-Based Teaching Practices:

The departmental document 'What Works Best' outlines the most current effective teaching methods for schools. Our school adopted effective evidence-based teaching methods utilising the English Textual Concepts programming model and the Seven Steps to Writing Success program to support the teaching of writing. The English Textual Concepts approach to programming and planning of teaching English promotes a cohesive curriculum that supports intellectual rigour for all students. It promotes the use of quality literature in a meaningful, engaging and purposeful way. The English Textual Concepts were introduced to the whole staff to begin the familiarisation of what the different concepts and the pedagogical theory of why using this model benefits students. The teachers explored the online resources and documents, demonstrating the need for a more explicit and effective approach to planning and teaching the English Syllabus. K-2 staff created and delivered units of work to improve student understanding of texts including multimodal texts. The Seven Steps to Writing Success (SSTWS) program is a unique system which chunks writing into the seven main techniques for writing. After careful analysis of NAPLAN results this approach was chosen to strengthen the explicit teaching of writing in Years 3-6. The executive team attended the external professional learning on SSTWS and then delivered this new learning to the rest of the staff during teacher professional learning sessions. During stage planning days, teachers used the teaching modules to deliver lessons in accordance with the seven techniques for writing. Using the evidence based learning programs it was evident that the quality of student work samples improved. Pre and post assessment data was used to evaluate the effectiveness of the learning programs across K-6. Units of work have been created, delivered and evaluated to improve teacher understanding and student outcomes. After the first year of implementation, more extensive professional learning will be provided to support teachers in planning and programming using these models in 2019-20.

##### Process 2 Innovative Digital Technologies:

Data was collected from the teaching staff to ascertain the frequency as to how often teachers were using and teaching about technology, how confident they were in doing so and what they perceive are barriers to effectively incorporating technology into learning experiences across the curriculum. Teacher confidence was identified as a key focus for improvement and as such, professional learning opportunities were implemented to reach that goal. Targeted teacher professional learning programs were scheduled to upskill teacher competency in the use of technology in the classroom with a continued focus on G Suite, iPad Apps and Sentral for school organisation. Additionally, optional professional learning opportunities are regularly provided to upskill and grow teacher confidence. As a result, an end of year survey demonstrated that teacher confidence in using technology to enhance learning and teaching about technology increased over 2018. Level of access to technology across the school was also identified as an area to improve. This has been improved by increasing both the connected classroom fleet, library fleet and library laptop fleet to at least 30 to match a class size. Additionally, a new fleet of laptops, as well as a fleet of iPads, were purchased to enhance access. Reliability of devices has also been improved by the introduction of a dedicated IT maintenance support officer for six hours a week. A pilot BYOD program was established in 2018 to improve accessibility into a sustainable concept that is likely to move the school toward 1:1 device usage in Stage 2 and Stage 3. Coding Club also continued this year, but has been expanded to have a separate Stage 2 and Stage 3 group. This increase of accessibility to technology has provided a positive impact on student learning and engagement by increasing the frequency that technology is incorporated into learning experiences. The overall impact of this focus has improved our 'Learning and Development', as well as 'School Resources', domains to 'Sustaining and Growing'.



### Process 3: Enhanced Data Literacy/Analysis Skills

Baseline data was collected from all staff to ascertain current knowledge and understandings of what data is and how data is collected in their classroom. Additionally, staff were asked to reflect on how data supports teaching and learning and the ways in which they use data to collaborate with their stage teams. This information allowed the Professional Learning Community (PLC) to then formulate an inquiry question that would be explored throughout 2018, which was 'How do teachers collaborate on using data effectively to analyse and interpret information effectively in order to modify teaching practice?' To support the professional learning needs of the PLC, all members completed the 'Using data with confidence' course, which then led to collaborative discussions with stage teams about the use of data to inform teaching and learning. The second aspect of the PLC focused on utilising Sentral to collect and access whole school information, including assessment and reporting. By the end of the year, all teaching staff entered assessment data using Sentral, which could then be accessed by new classroom teachers the following year, supporting a smooth transition to a new school year. Executive staff participated in professional learning, which was delivered by the Director, Educational Leadership about the essentials of SCOUT and how the current data provides information about student learning at our school. Following this, most staff completed the online training required to access SCOUT data and began to familiarise themselves with the changes to this platform. Further professional learning will be required for staff if they are to utilise SCOUT to its potential. Executive staff finalised a whole school assessment and reporting overview, which reflected the summative data that is collected. As formative assessment is and will continue to be a major strategic direction, the enhanced data literacy/ analysis PLC reflected on the relationship between formative assessment and data literacy and analysis and concluded that these practices should be promoted through formative assessment. In view of engaging the professional learning services of Corwin, Australia, 2019–2020, would provide staff with the opportunity to learn about how formative assessment practices and ongoing data collection can provide information about the impact of teaching and learning in order to inform future planning and modification of teaching practices. Whilst data literacy/analysis will now be part of the visible learning project, teaching staff will continue to explore how data can be analysed and interpreted during the teaching and learning cycle. Furthermore, there will continue to be an emphasis on promoting collaborative practices to support this professional learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Surveys and staff reflections demonstrate an increase in the use and sharing of evidence, research and data to underpin teaching practices.	Teacher Professional Learning Budget \$50 000	<ul style="list-style-type: none"> <li>The Enhanced Data Literacy/Analysis Skills Professional Learning Community surveyed teaching staff during 2018. Qualitative data revealed that some stages were regularly sharing evidence and data to inform teaching practices. By Semester 2 opportunities were provided to promote the sharing of evidence and data across all stages. All staff participated in a whole School Development Day focused on promoting collaborative practices and consistent teacher judgement discussions</li> </ul>
Surveys and staff reflections show an increased proportion of teachers utilising innovative digital technologies and future-focused practices.	School Technology Budget \$30 000	<ul style="list-style-type: none"> <li>The Innovative Digital Technologies Professional Learning Community surveyed teaching staff at the commencement of 2018 and 50% of staff indicated that they were not confident using technology or teaching technology. Several teacher professional learning sessions were coordinated during the year and by the conclusion of 2018 growth in teacher confidence improved by 15% (65% overall)</li> </ul>
Increased proportion of students in the top two NAPLAN bands in Years 3 and 5 in writing.	Literacy Budget \$10 000 Numeracy Budget \$5 000	<ul style="list-style-type: none"> <li>Year 3 students 41% NAPLAN Writing 2018</li> <li>Year 5 students 20% NAPLAN Writing 2018</li> </ul>
Teacher satisfaction and evaluation survey results demonstrate an improvement in staff knowledge of pedagogical practices and engagement as a result of collaborative practices.	Teacher Professional Learning Budget \$50 000	<ul style="list-style-type: none"> <li>QTSS funds were utilised throughout 2018 to provide collaborative practice days for each stage. The focus for these days included evidence-based and collaborative programming, analysis of data and student work samples and professional learning related to stage-based goals</li> <li>Tell Them From Me, Focus on Learning Teacher Survey, 2018 indicated that teaching staff regularly discuss student learning with colleagues, 90%,</li> </ul>

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher satisfaction and evaluation survey results demonstrate an improvement in staff knowledge of pedagogical practices and engagement as a result of collaborative practices.		student engagement, 86% and assessment strategies, 86%

### Next Steps

- The next phase for the Evidence-Based Teaching Practices Professional Learning Community will provide staff with further professional learning around the use of textual concepts to support programming for English units of work. It is highly possible that Stage 3 teaching staff will be involved in a pilot program with shoulder to shoulder support in implementing English textual concepts. Stage planning will focus on collaboratively planning units of work.
- The next phase for the Innovative Digital Technologies Professional Learning Community will involve the development and implementation of a whole-school scope and sequence/skills checklist that staff will embed into their teaching and learning practice. This scope and sequence will be linked to the new 'Digital Technologies and ICT' NSW Syllabus document.

## Strategic Direction 3

### School & Community Leadership Excellence

#### Purpose

The establishment of Professional Learning Communities will ensure that the leadership team emphasises continuous improvement of teaching and learning. Instructional leaders will promote professional learning that is directly related to improving student learning outcomes. Student leaders will be given the opportunity to develop their leadership capacity and student voice. Purposeful and sustained interschool relationships across the Bayside Community of Schools will result in sharing of best practice and expertise. School leaders encourage community engagement in order to embed a culture of high expectations to support ongoing improvement.

#### Overall summary of progress

##### Process 1: Professional Learning Communities

One of the most significant aspects of the new 2018–2020 school plan was the creation of Professional Learning Communities (PLCs), whose responsibility it would be to promote continuous improvement of teaching and learning. The beginning of the year was focused on developing this shared vision of what effective PLCs look like, as well as professional learning around effective implementation of PLCs that ultimately lead to the improvement of student outcomes. The process of identifying, defining and developing this shared vision of PLCs was achieved through school-based and stage-based professional learning. PLCs were explored using videos, research articles, PowerPoint presentations and collaborative discussions. All staff participated in various forms of professional learning about PLCs. An executive member attended a course delivered by Alma Harris and Michelle Jones, who have been identified as having expert knowledge and experience in their implementation. Following this, information was delivered to the rest of the executive staff, who continued to explore and collaborate on best practice in terms of implementing PLCs at the school. Stage teams continued to explore PLCs and distributed leadership. The development of teachers as leaders can be seen in the way that several non-executive staff are either leading or co-leading PLCs, leading them to express that they feel empowered as a result of being provided with an opportunity to lead teaching and learning. Each PLC was given time during the teacher professional learning schedule to collaborate on initiatives and evaluate progress of the PLCs. Towards the end of the year, PLCs were evaluated by all staff and the executive, using a research-based article, where it was discussed to what extent were our PLCs aligned with what the research says about effective PLCs. The executive reviewed the framework of PLCs and made modifications to suit the needs of the school. Furthermore, this evaluation led to some changes to the structure of the different PLCs, where the formative assessment PLC was redesigned so that stages could work with one another. The other aspect of this strategic direction centred around the creation of an instructional leader for 3–6. The instructional leader worked with Years 3–6 for two days a week and focused on developing quality teaching practices, depending upon the needs of the individual teachers. This work involved professional conversations, team teaching and lesson demonstrations. Teachers responded with enthusiasm to the creation of this role and expressed positive feedback about how it supported best practice and development of their teaching skills.

##### Process 2: Student Voice

Recent reforms to the Student Representative Council (SRC) have allowed for more direct input by students and empowered them to take place in the democratic process driven by students rather than teaching staff. The student leadership team (made up of prefects and captains) now chair council meetings and are coached, guided and mentored to problem solve issues as they arise and regularly report back to student colleagues. SRC meetings occur more frequently and communication practices have been streamlined to ensure maximum participation by all students. Opportunities to promote student voice have also been highlighted regularly within our school newsletter. Throughout 2018, students were regularly provided with opportunities to articulate their thoughts and ideas on a variety of topics, including the future of education, environmental awareness and extracurricular activities. Embedding formative assessment strategies across the school have promoted learning opportunities whereby students are encouraged to articulate the behaviours, knowledge and understandings that they identify as being important to their own learning goals. Student voice was also encouraged through self-assessment during the half-yearly and yearly student progress reporting period.

### Process 3: Engagement with the Community

The school has continued to promote positive and collaborative partnerships with the community. Several opportunities were provided for authentic, ongoing consultation with the school community during the formulation of the new school plan 2018–2020. A number of workshops were conducted with parents and members of the wider community. The school's very active Parents and Citizens Association through a variety of fundraising initiatives over several years, funded a COLA (Covered Outdoor Learning Area) to be constructed in the early part of 2019. This new structure will be used for school and community events, presentations and performances. Events such as morning teas, barbecues and additional parent information sessions continued throughout 2018 to encourage parental involvement in the life of the school. Teachers acknowledged parent feedback and as a result, many school functions were again scheduled at times to maximise parental participation. School staff once again coordinated information workshops based on parent feedback. Parents were also encouraged to work alongside teaching staff for support and to assist with sporting initiatives, literacy groups and creative arts programs. Feedback from parents has continued to be positive via the 'Tell Them From Me' Partners In Learning Survey. Pleasingly, survey results are consistently above state norms.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing instructional leadership as measured through a rubric, supports a culture of high expectations and community engagement resulting in whole school improvement (whole school data) and building leadership capacity.	QTSS Allocation \$109 631 (1.053 FTE)  Teacher Professional Learning Budget \$50 000	<ul style="list-style-type: none"> <li>Three teaching staff have taken on the responsibility of leading a Professional Learning Community during 2018. Key accountabilities have included; a focus on student learning, reflective dialogue, action inquiry and leading improvement, innovation and change. Four teaching staff also relieved in a higher duties capacity throughout 2018</li> <li>In 2018 an instructional leadership position was created, for two days per week which provided opportunities for teachers to engage in professional discussions, team teaching and lesson demonstrations, based on individual pedagogical practices. Positive feedback was provided by teachers, reporting that their teaching practice was enhanced as a result</li> </ul>
Surveys, including TTFM show an increase in opportunity for student leadership and feedback to improve school culture and an increase in parental engagement with the school.	Student Leadership Budget \$3 000	<ul style="list-style-type: none"> <li>Tell Them From Me Student Engagement–Primary Survey results indicate an increase in student participation in all activities; Year 4, 77%, Year 5, 76% and Year 6, 72%</li> <li>Tell Them From Me Partners in Learning Parent Survey results indicate that 77% of parents feel welcome when visiting the school, 75% of parents have attended school meetings or social functions regularly, 66% of parents feel well-informed</li> </ul>
Surveys and staff reflections show increasing collaborative practices that build quality teaching through shared expertise, with a focus on student improvement.	QTSS Allocation \$109 631 (1.053 FTE)  Teacher Professional Learning Budget \$50 000	<ul style="list-style-type: none"> <li>During 2018 there was a 50% increase in the amount of time stages met to plan collaboratively, share expertise and enhance collective teacher efficacy with colleagues. QTSS funding was utilised to achieve this. Each teacher's individual PDP goals were supported by professional learning programs that provided opportunities for targeted professional learning aligning to individual needs</li> </ul>

#### Next Steps

- The next phase for all the Professional Learning Communities will see a continuation of inquiry through disciplined collaboration that involves ongoing, critical interrogation of teaching practices in a learning-oriented manner that promotes the growth of teachers and students. Each PLC group will engage in a new cycle of inquiry that supports growth in learning of teachers and students, and in 2019, PLC groups will begin to measure the impact of their cycles of inquiry.
- The next phase to promote student voice across the school will be to continue to provide opportunities for students to be authentically involved with decision making and placing them at the centre to make positive contributions to the culture of the school. This will be achieved by increasing their opportunities to be involved in student leadership initiatives across the school. One major area to promote student voice and decision making will be the nature play

project funded by the school's P&C to commence in Term 2, 2019.

- The next phase to promote engagement with the community will involve encouraging parents to be partners in their child's ongoing learning journey through the implementation of Term 1 parent/teacher interviews where student learning goals were communicated. Further engagement with the community will be supported through the above-mentioned nature play project. The school will continue to elicit feedback from the school community to promote a continuous improvement focus.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3 464	All Aboriginal students have access to a Personalised Learning Pathway (PLP) and are making progress across literacy and numeracy. School Learning Support Officers were engaged to facilitate personalised learning for Indigenous students. Through the theme, 'Because of Her We Can', Carlton South PS recognised NAIDOC Week with students, teachers and the wider school community exploring the rich culture and traditions of our first people's oral and recorded history. One of the projects culminated in the completion of an authentic, Indigenous living art installation that honoured the theme, paying tribute to Aboriginal women and the significant women in our students' lives. Funding was allocated to the purchase of technology and other teaching resources to embed Indigenous perspectives across the curriculum.
<b>English language proficiency</b>	\$32 676 (Flexible)	All EAL/D staff were involved in regular professional learning through their network. EAL/D students were supported across the school through sixteen days of EAL/D teacher time each week. This included whole class team teaching and small withdrawal group instruction. Funds were utilised to purchase teaching and technology resources to support student learning. Funds were also allocated to a trial for the implementation of the Kindergarten learning progressions. The purpose of this trial was to support the successful plotting of students' language developments.
<b>Low level adjustment for disability</b>	\$55 508 (Flexible)	School Learning Support Officers provided curriculum adjustments for individual students as well as social skill development for both individual students and small groups of students. Support was also provided for students with additional needs who do not have targeted funding. Individual Education Plans were revised and adjustments made as required. In a school based survey, 88% of students reported they were being provided with high expectations for them to succeed. 78% of students reported that an effective learning climate was evident at school, which was a marginal increase from the previous year.
<b>Quality Teaching, Successful Students (QTSS)</b>	1.053 FTE	Quality Teaching, Successful Students continued to be implemented in 2018, with adjustments made, according to feedback from staff during the previous year. In 2018, two days of the Quality Teaching, Successful Students funds were utilised to employ an Instructional Leader (IL). The IL worked with Years 3–6 to provide shoulder to shoulder support to develop effective teaching practices. A continued focus on creating collaborative practices provided teachers with the opportunity to collaboratively plan as a stage for three days during the year, as well

<b>Quality Teaching, Successful Students (QTSS)</b>	1.053 FTE	as a fourth day in Term 4 with their new stage. These days also allowed teachers to collaborate in the design of lessons, assessment tasks and the analysis of student data. Teachers continued to be provided with the opportunity to team teach and observe the lessons of others.
<b>Socio-economic background</b>	\$25 655	A speech pathologist was employed one day per week to support K–2 students with language delays or disabilities. The support consisted of both group and individual intervention. The cost for this program was jointly funded by the school and parents. Family assistance was provided to students whose families were experiencing financial difficulties. This came in the form of excursion payments, textbooks and school supplies.
<b>Support for beginning teachers</b>	\$11 057	In 2018, there were two newly appointed teachers and one teacher in their second year of permanent employment. These teachers were provided with extra regular release time, as well as time with an experienced teacher to provide mentoring support. In addition, beginning teachers were encouraged to participate in targeted professional learning activities that specifically supported their career development.
<b>Targeted student support for refugees and new arrivals</b>	\$822	There was one student who received refugee funding in 2018. Seven new arrivals were offered additional funding, which amounted to one day. Refugee funding was used to provide the student with school uniforms and covered the cost of excursions, incursions, school photos and other ongoing school related expenses.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	323	321	320	334
Girls	273	285	290	313

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.4	93.5	94.8	94.3
1	95.2	93.1	93.4	93.4
2	93.1	93.9	94.5	93
3	94.2	94.3	94.2	92.1
4	92.9	93.8	94.3	94
5	94.5	94.7	92.7	93.2
6	92.7	95.1	91.3	92.9
All Years	93.9	94	93.7	93.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Carlton South Public School promotes positive student attendance. The Attendance Policy is revised annually to ensure our school remains responsive to student and community needs, as well as in full compliance with the Department of Education Attendance Policy. Trends in attendance data are regularly monitored by teaching staff and followed-up by the deputy principal. Additional support is also accessed through the Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.33
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher ESL	3.2
School Administration and Support Staff	4.06

\*Full Time Equivalent

In 2018, there were two newly appointed teachers and one teacher in their second year of permanent employment. Twenty-six classes were formed, supported by specialist staff and administration staff, working in both full-time and part-time capacities.

### 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	44

### Professional learning and teacher accreditation

Professional Learning is a key component of continuous improvement in quality professional practice and student outcomes. Professional learning refers to all training and development opportunities, formal and informal, individual and shared, that provide opportunities for professional discourse, interaction, practice, reflection and analysis. Professional learning can occur face-to-face, online or through other modes of delivery. Carlton South Public School teaching staff participate in many of these modes of professional learning and staff have an understanding about the importance of engaging in ongoing professional learning throughout their career.

In 2018, all teachers received quality professional learning opportunities; many teachers going on external professional learning courses that were linked to their Performance and Development Plan and their personal goal for the year.

Each school receives funds for professional learning from the Department of Education; these funds are used to pay for course fees, as well as the casual teacher employed to release the class teacher.

In 2018, some of the professional learning funds were utilised to continue training in the L3 program (Language, Literacy and Learning). In 2018, one new teacher received training and five teachers completed their second and final year of training. All K–2 staff are now trained in this program and are embedding the elements within their daily teaching of reading and writing.

School-based professional learning also continued to have prominence; relating to Department of Education system priorities and our new 2018–2020 school plan. The school's professional learning funding was closely aligned with the school plan in order for the desired outcomes associated with each strategic direction to be closely monitored and evaluated.

Professional learning funds contributed to supporting the implementation of the 'Seven Steps to Writing Success' program, as well as implementing effective digital technology practices and the continued development of formative assessment practices. Staff received focused professional learning about utilising clear learning intentions and success criteria and the use of explicit and effective feedback strategies in literacy and numeracy in order to move each student forward in their learning. In 2019, this focus on formative assessment will continue and will be built upon through the partnership with Corwin Australia, who will deliver professional learning associated with visible learning and formative assessment.

Weekly professional learning included supporting teachers to effectively utilise iPads within the classroom, embed English textual concepts in the curriculum and the various professional learning communities which were designed to support the implementation of the 2018–2020 school plan.

As Carlton South is a member of the Bayside Community of Schools (CoS), in 2018 there was one professional learning day set aside to work together as a learning community. This day was held in July, where we engaged Andrew Fuller, a clinical psychologist, who works with many schools to share his expertise on learning and the brain. Andrew provided a whole day of professional learning to the seven schools within the Bayside CoS and shared his expertise on how as educators we need to understand that learning involves attention, activation and application of prior knowledge, as well as reinforcing how we are responsible for growing brains, providing us with strategies on how to reignite a joy for learning.

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

(implementing feedback), stage-based and personal.

Throughout 2018, we engaged one of the Assistant Principals to work as an Instructional Leader for two days a week, supporting teachers in Years 3–6 to develop effective teaching practices through team teaching, lesson observations, demonstration lessons and the provision of meaningful feedback to develop the teaching and learning cycle.

Our school continues to provide a supportive professional learning and mentoring program to assist all beginning and experienced teachers to meet the Australian Professional Standards for Teachers. In 2018 two teachers were seeking accreditation at proficient and four teachers completed one maintenance cycle. All teachers are now required to maintain accreditation, which requires them to log and evaluate registered and non-registered professional learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	215,113
<b>Revenue</b>	5,865,732
Appropriation	5,373,251
Sale of Goods and Services	1,355
Grants and Contributions	484,509
Gain and Loss	0
Other Revenue	1,700
Investment Income	4,917
<b>Expenses</b>	-5,849,335
Recurrent Expenses	-5,849,335
Employee Related	-5,122,986
Operating Expenses	-726,349
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	16,396
<b>Balance Carried Forward</b>	231,510

In 2018 the school expended significant funds across all areas of operation. A COLA project is being scheduled for construction in 2019. The funds carried

forward have been targeted for large capital programs in 2019.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,331,216
Base Per Capita	117,955
Base Location	0
Other Base	4,213,261
<b>Equity Total</b>	554,578
Equity Aboriginal	3,464
Equity Socio economic	25,655
Equity Language	365,838
Equity Disability	159,621
<b>Targeted Total</b>	103,840
<b>Other Total</b>	178,413
<b>Grand Total</b>	5,168,046

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.

From 2019 NAPLAN is moving to an online test. Results for both online and paper formats are reported on the same NAPLAN assessment scale.

In Year 3, eight–two students participated in NAPLAN.

In Year 5 seventy–seven students participated in NAPLAN.

#### Student Growth

- 71% of students achieved at or above expected growth in writing.

- 67% of students achieved at or above expected growth in spelling.
- 63% of students achieved at or above expected growth in numeracy.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

#### Year 3

- 53.6% of students placed in the top two NAPLAN bands for Reading.
- 41% of students placed in the top two bands for writing.
- 63% of students placed in the top two bands for spelling.
- 56% of students placed in the top two bands for grammar/ punctuation.

#### Year 5

- 41.6% of students placed in the top two bands for reading (an improvement of almost 14%).
- 20% of students placed in the top two bands for writing.
- 40% of students placed in the top two bands for spelling.
- 40% of students placed in the top two bands for grammar and punctuation.

#### Year 3

- 37.8% of students placed in the top two bands for numeracy.

#### Year 5

- 41% of students placed in the top two bands for numeracy (an improvement of 17%).

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.

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## Parent/caregiver, student, teacher satisfaction



## **Tell Them From Me**

For the fourth year in a row, Carlton South Public School participated in the Tell Them From Me survey to capture the views of students, teachers and parents. This survey is designed to provide us with insight to guide our school planning and help to identify school improvement initiatives. Each year valuable data is collected providing an insight into student engagement, wellbeing and learning, teacher satisfaction and parental perception and involvement in the school. The responses are presented below.

### **Student Survey**

The 2018 Tell Them From Me Student survey was completed by 218 students.

Year 4 – 76

Year 5 – 75

Year 6 – 67

The data highlighted that 93% of students display positive behaviour which is well above the government norm of 83%. Our students believe that teaching staff emphasise academic skills and hold high expectations for all students to succeed. Bullying at Carlton South Public School is below the government norm which is a positive reflection of our Promoting Positive Behaviour wellbeing program that is embedded across the school.

A continued focus for our school, as data highlighted a level slightly below the government norm, will be to make sure that students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

### **Teacher Survey**

This year 31 teaching staff participated in the Tell Them From Me Teacher Survey. This self-evaluation tool is completed anonymously by class teachers and specialist staff.

Staff indicated that three areas that school leaders performed above government expectations are:

School leaders have provided guidance for monitoring student progress.

School leaders create a safe and orderly school environment.

School leaders have supported me during stressful times.

Amongst staff there is cohesiveness within the school and this is validated in the responses provided by teachers. Areas that Carlton South Public School performs well above the government norm in collaboration are:

Teachers discuss strategies that increase student engagement.

Teachers develop assessment strategies with other teachers.

Teachers collaborate on learning problems of particular students with other teachers.

Last year the data from staff indicated a need to improve the use of technology across the school. The data now shows that we are in line with the government norm, however, this will continue to be a focus for the school.

### **Parent Survey**

In 2018, we had 123 respondents to the Partners In Learning Survey. This is a 30% increase on previous years.

The majority of parents feel that school reports to parents are written in terms that they can understand and the school informs parents when there are any issues concerning their child. Parents also feel that their child is encouraged to work to the best of their abilities while at school. Overwhelmingly, parents feel that their child has a clear understanding about the rules for appropriate school behaviour.

An area for improvement that the parents feel should be addressed is being more informed about their child's social and emotional development.

## **Policy requirements**

### **Aboriginal education**

Carlton South Public School has continued to embed Aboriginal Education into student learning in 2018. All formal assemblies include a personalised Acknowledgement of Country and involve our school indigenous students and prefect body. Our school playground, office foyer and school hall feature a variety of Aboriginal installations to welcome our ATSI peoples and remind students that the Bidjigal clan are a part of the Eora Nation and the traditional owners of land on which we stand.

All enrolled Aboriginal students have a personalised learning pathway and are making progress across the literacy and numeracy continuums. SLSOs are engaged to facilitate personalised learning for indigenous students. Funding was allocated to the purchase of technology and other teaching resources to embed indigenous perspectives across the curriculum.

Through the theme 'Because of Her We Can', Carlton South Public school commemorated NAIDOC Week by involving students and the wider school community in compiling and sharing a variety of portraits and profiles on both pioneering and recent Aboriginal women and the important roles that they play at the community, local and state level. A rock garden, featuring the names of influential Aboriginal and Torres Strait women was also created and arranged by each stage in the school.

Once again, our school took an active role at the Hyde Park ANZAC Day Service to acknowledge the profound contribution Aboriginal and Torres Strait Islander people have made to Australia. A service was also conducted at a whole school assembly, inviting elders and dignitaries to participate and share their stories with students and staff.

Carlton South Public School is a proud supporter of Indigenous Creative Art programs such as Djamu Junior, offered to Aboriginal students in Year 5 and 6 with an interest in visual art and Koori Art Expressions, offered to all students from Kindergarten to Year 6. Public Speaking Programs such as Yarn–Up provide wonderful opportunities for our Stage 3 Aboriginal students to engage in impromptu, public speaking and debating competitions and connect students with the communities in which they live.

Finally, Transition Programs such as Bodallamu and KARI support our Aboriginal students and their families, easing the transition between preschool and Kindergarten or Year 6 and high school.

### **Multicultural and anti-racism education**

The rich cultural diversity within the Carlton South Public School community provides valuable opportunities for multicultural education within the classrooms. Overall 78% of students at Carlton South Public School come from a language background other than English. These students represent a total of 63 different language groups. In order, Arabic (9%) Greek (8%) Mandarin (8%) Cantonese (7%) and Nepali (7%) represent the major language groups other than English. Units of work are planned by teachers across all stages to include a multicultural perspective, recognising and valuing the backgrounds and cultures of our students. Classroom teachers are supported by English as an Additional Language/Dialect (EAL/D) staff in meeting the learning needs of students with a Language Background other than English (LBOTE) and EAL/D students. Classroom teachers are supported by EAL/D staff through team-teaching lessons or withdrawing students with additional language needs, to ensure these students develop the necessary skills required to access the academic language of classroom programs.

During 2018 the whole school once again acknowledged Australia's rich cultural diversity on Harmony Day. Students and staff dressed with a splash of orange colours, to represent harmony, and participated in a variety of activities within their classrooms to promote tolerance and understanding under the theme "Everyone Belongs". The school also participated in a student exchange program where a sister school from China sent student representatives to visit and work in Australian schools for a period of one week. The students attended a range of Primary classrooms participating in activities that saw them work side by side with English speaking students. This experience was invaluable for all students.