

Carrington Public School

Annual Report

2018

1518

Introduction

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

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

James McGill

Principal

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Message from the Principal

This year has seen significant achievement from our school. We have begun a new journey together as we work towards achieving our vision where our school creates a platform for our young people to lead rewarding and productive lives by providing excellence and allowing them the best opportunities to achieve their aspirations.

This year staff have researched and studied the term – Future Focused Learning and what it means at Carrington Public School. Our research led us to focus on the following themes: Personalised Learning, Inclusive learning environments, developing a school curriculum, building a culture of continuous learning, and new kinds of partnerships and relationships. 2018 saw a big emphasis on Personalised Learning and Continuous Learning.

I would like to thank the staff for their determined efforts in providing a quality education for our students and for continuing to support, encourage and nurture the development of a positive learning culture for each and every child at Carrington Public School. In 2018, staff have a renewed passion to demonstrate the impact that their professional learning has had on student outcomes.

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

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

Finally, thank you to the wonderful students that continually inspire our whole school community. Continue to be the amazing people that you are.

Thank you,

James McGill

School background

School vision statement

Carrington Public School creates a platform for our young people to lead rewarding and productive lives in our complex and dynamic world. We provide excellence, allowing students the best opportunity to achieve their social and academic aspirations.

School context

Carrington Public School is a small school located in the inner city area of Newcastle. Since its inception in 1873, the school has had a long history of providing quality education for its students. The suburb of Carrington is close to industry, recreation, the Newcastle Harbour and is in the process of experiencing urban renewal.

In 2019, there are 110 students enrolled. This includes nineteen students with Aboriginal or Torres Strait Island descent and eleven students who have English as an additional language or dialect.

Carrington Public School has dedicated teachers consisting of four full time and three part time teachers. All teaching staff are classified as proficient against the NSW Teaching Standards. In 2018, the non-teaching staff consists of a school learning support officer, a learning and support teacher, a part time school counsellor, a school assistance officer, a school administration manager and a general assistant.

Carrington Public School has a strong commitment to individualised learning through quality literacy and numeracy programs including Speech Sound Pics (SSP) and Targeted Early Numeracy (TENs). Our student wellbeing practices are based on Positive Behaviour for Learning (PBL) and our core values are Be Safe, Be Respectful and Be a learner. Carrington PS prides itself on providing wide ranging opportunities for all students to succeed.

Carrington Public School enjoys the support of its parent body, with an active P&C who run the canteen and the Carrington Village Markets. Strong community partnerships exist between the school and the broader Carrington community, enabling access to resources, expertise and facilities from within its community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning – Delivering

The school uses a strengths-based, proactive approach to support the academic, emotional, social and physical needs of students to achieve learning outcomes. The analysis of school-based and external data ensures student learning needs are addressed through program differentiation and aligned support. Evidence-based teaching practices, technology for learning and flexible learning spaces are engaging students in their learning.

Teaching – Delivering

Teachers used student assessment data to analyse and better understand the learning needs of students. Staff implemented quality teaching programs after completing the Performance and Development framework and personal goals. A culture of peer observation and reflection was implemented K–6 resulting in collegial discussions and innovations in classroom practice.

Leading – Sustaining and Growing

The school has seen measurable improvements in the Leading domain. Our main priorities have been to progress educational leadership and management practices and processes. This has been enabled through the development of Strategic Direction planning teams, sharing responsibilities for managing aspects of the school budget and improved

wellbeing practices. This has given all staff a greater sense of commonality and is building staff capacity.

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 for life

Purpose

To empower students to be self-regulated, passionate lifelong learners who gain necessary knowledge and skills to enable them to connect, succeed and thrive as citizens now and in the future.

Overall summary of progress

This year has seen a successful implementation of school-wide visible goals being used in all classrooms. Through parent, student and community feedback this process will be enhanced in 2019.

Through evaluation of our current learning support procedures, we have implemented new ways to improve how we provide individualised support for our students. In 2019 we will provide teachers with time to sit with the LaST to collaboratively develop PLSP and strategies to improve student outcomes.

A large amount of time, resources and consultation have enabled the school to review their processes, and the systems they use in behaviour management. Student voice has driven positive changes to our wellbeing practices. Community consultation has enabled a deeper communal understanding of our school's wellbeing practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students demonstrate expected growth in literacy and numeracy in external (NAPLAN) and school based assessments and data.	Literacy and Numeracy Initiative funding \$3808. English Language Proficiency \$2500 TP relief funds, School Support Allocation and Site Specific funds	Teacher professional learning in understanding the Learning Progressions and Effective reading in the Early years of reading led to a review of our K-2 English scope and sequence which now aligns our highly effective Speech Sound Pics (SSP) with the NSW English Syllabus and Learning Progressions. This will enable clear programming in 2019 and beyond for quality teaching of English in infants classrooms. Although growth as measured by NAPLAN is not showing all students demonstrating expected growth, our internal data shows students are progressing well.
All teaching and learning programs reflect the development of future focused skills for all students.	Professional Learning funds	After much professional learning; both school based and externally delivered, staff report they feel empowered when using and trialing the use of new technologies to enhance the teaching and learning in their classrooms.
At least 90% students, parents and staff report high levels of satisfaction with school wellbeing practices and overall school culture.	School and Community funds \$1000 Socio-Economic Background Funding \$750 TP relief funds, School Support Allocation and Site Specific funds	A PBL Action Plan was developed with and goals set for school-wide improvement. Students, staff and parents, via the P & C and newsletters, were involved in creating a new Behaviour Consistency Guide that the school community felt ownership over. This generated a detailed, school wide system to deal with behaviour management, with the inclusion of a behaviour flow chart for staff to follow. Professional learning based on effective and efficient ways to use the restructured wellbeing page on Sentral was delivered to staff. Since delivering this training, analysis of school

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 90% students, parents and staff report high levels of satisfaction with school wellbeing practices and overall school culture.		<p>wide PBL data has been streamlined with trends in location, behaviour and students involved easily identifiable. This has ensured a consistent approach to behaviour management across staff and easy to extrapolate data.</p> <p>In response to the data, the PBL team developed the school wide PBL Scope & Sequence and planned explicit lessons that are delivered weekly and referred to in all areas of the school.</p>

Next Steps

In 2019 we will:

- Further enhance our individualised goal setting system by investigating a Goal Booklet
- Enhance of Future Focused approach through further embedding the strategies researched in Teaching and Learning
- Continue to have a PBL focus in and out of the classroom settings and launch our new PBL mascot with new signage.
- Development of a PBL student team
- Implement Peer Support and other peer led programs focused on anti-bullying, the weekly PBL focus and the You Can Do it program!

Strategic Direction 2

Teaching the future

Purpose

To support the development of passionate and committed teachers who demonstrate a personal responsibility towards improving their professional practice to support improved student outcomes. Teachers are future focused educators delivering innovation and excellence to their students.

Overall summary of progress

Throughout 2018, teachers engaged in professional learning based around evidence-based teaching strategies and have implemented these strategies within their classroom. Teachers also engaged in professional learning that builds skills in the analysis, interpretations and use of student progress and achievement data. Professional Learning has been delivered to improve curriculum delivery in all key learning areas as well as student wellbeing and compliance areas. Staff report there is a strong culture of collaboration at the school that they believe adds to the school's learning culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers demonstrate the impact of Professional Learning on their practice and student outcomes.	Professional Learning funds \$8655	Teacher programs clearly show the ways in which teaching and learning is differentiated for individual students. Teacher programs show evidence that professional learning is being implemented and is resulting in ongoing improvement in classroom practice
High levels of student engagement and motivation.		The impact of professional learning in the areas of Future Focus Learning, wellbeing and engagement are evident in our school and classrooms. Students are engaged in differentiated learning tasks meeting the individuals point of need. Students display high levels of motivation and engagement during Thinking While Moving in English lessons.

Next Steps

To attain our Strategic Goals, we will in 2019:

- Further embed future focused strategies into teaching programs
- enhance our teaching and learning spaces to allow a change in pedagogy
- Monitor and track student engagement via Tell Them From Me surveys and other internal sources
- Enhance our Professional Learning model – building on and improving individual teacher capacity
- Continue to review school scope and sequences to enhance curriculum delivery.

Strategic Direction 3

Leading the way

Purpose

To provide strong educational leadership to achieve improved student outcomes. Exemplary structures and processes will underpin ongoing school improvement and the professional effectiveness of all school and community members.

Overall summary of progress

Anecdotal feedback from our community shows that although our communication practices have improved, there are still a few areas for improvement. Our fortnightly newsletter is read sporadically by our community and this will be a focus for 2019; this is our key communication tool for our school community.

Our school's involvement in our broader Learning Communities is at its beginning phase. Through closer links with the Portside Learning Community and the wider Newcastle City Learning Community the depth of knowledge, expertise and value of these networks will be further felt. Teachers are excited by their involvement in this aspect of our school's learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved school community satisfaction.		Improved collaboration between school staff and the broader community. Events including the SSP workshop, coding and robotics workshop, Performing Arts Concert and Art Expression were heavily attended with immediate verbal feedback strongly affirming community satisfaction.
All teachers identify the impact of collaboration within and across schools in improving teaching practice and use this effectively to improve their practice.	Combined staff development days with Carrington & Newcastle East PS that was guided by future focused international leader Craig Kemp. Shared Portside Community PL session introduction to the Learning Progressions	Staff are happily working in collegiate groups running school projects, and report seeing the benefits of this collaborative approach. To broaden the impact of this collegian practice across schools will continue to be a focus.

Next Steps

In 2019 we will focus on improving communication with our parents and wider community and enhance our involvement in our Professional Learning Communities we will:

- Continue to foster and encourage positive relationships with parents and broader school community including the P&C Association.
- Encourage and engage staff participation with the Minimbah AECG
- Engage with Newcastle City Learning Community events
- Develop a communication strategy for Carrington Public School including digital technology such as Skoolbag and SeeSaw.
- Continue to foster and encourage positive parent involvement in all school activities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$21,190 used to employ a classroom teacher 0.1 FTE, casual teacher relief to support PLP meetings throughout the year, SLSO to teach didgeridoo and cultural program to students. Funds were also used to send a staff member to Connecting to Country and associated casual relief costs.	The employment of an additional staff has enabled our students to further engage in cultural activities including didgeridoo lessons and traditional dancing. Students were able to demonstrate their skills as they performed at our Annual Performing Arts Concert as well as our Presentation day ceremony. With knowledge gained through the Connecting to Country course, Mrs McQueen was able to share with staff elements of the course, including a check in and check out procedure that she uses daily.
English language proficiency	\$4522	The purchasing of new resources to support English as an additional Dialect (EAL/D) students, including decodable texts, ipads, apps, and classroom teaching resources have enabled all students to
Low level adjustment for disability	\$31234 – Learning and Support Teacher. Remaining funds were used to engage an SLSO to support student learning.	Students were provided with SLSO support to assist them in participating in classroom activities. Improved practices surrounding the collection, collation and delivery of support for students requiring additional learning support.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	45	47	49	57
Girls	41	52	58	49

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.2	89.6	94.7	92.2
1	90.8	92	88.5	91
2	91.8	90.3	94.5	85.8
3	92.2	92.5	93.5	90.1
4	89.5	95.8	87.8	93
5	93.8	97	95.2	86.9
6	93.2	96.5	94.6	92.5
All Years	91.6	93.1	92.9	90.5
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

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

Class sizes

Class	Total
BR0003	17
AR0015	18
AR0014	17
AR0006	27
D14790	28

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	4.59
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*Full Time Equivalent

One staff member identifies as a person of Aboriginal descent. Their familial origin is within the Biripi mob.

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	12.5

Professional learning and teacher accreditation

Our passionate and committed staff demonstrate a personal responsibility towards improving their professional practice in order to improve student outcomes. Through true engagement in professional learning sessions, teaching and non-teaching staff have endeavoured to demonstrate a growth mindset and continue to improve their skills, knowledge and practices.

Professional Development Plans were in place for all teaching staff and permanent SASS staff. This process was reviewed at the completion of 2018 and improved with a simple cover page outlining important dates and

deadlines for all staff. Another review of this process will take place at the end of 2019.

One of the professional learning focuses for 2018 was Future Focused Learning. This included professional readings, identifying what this looks like at Carrington Public School, upskilling staff to use further embed ICT in learning programs,

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	122,995
Revenue	1,137,566
Appropriation	1,075,162
Sale of Goods and Services	553
Grants and Contributions	59,749
Gain and Loss	0
Other Revenue	0
Investment Income	2,103
Expenses	-1,095,526
Recurrent Expenses	-1,095,526
Employee Related	-947,769
Operating Expenses	-147,756
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	42,041
Balance Carried Forward	165,036

The school's finance committee meets regularly to prioritise school initiatives and funding to support the implementation of the school plan.

In 2018 the school utilised school funds to provide extra support for students with special needs and to release the Principal from a classroom allocation.

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

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	881,901
Base Per Capita	20,691
Base Location	0
Other Base	861,211
Equity Total	87,035
Equity Aboriginal	21,190
Equity Socio economic	16,946
Equity Language	4,522
Equity Disability	44,377
Targeted Total	67,498
Other Total	52,129
Grand Total	1,088,564

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 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.

Being a small school, NAPLAN data fluctuates yearly as cohorts sit this single point in time assessment. This makes comparing the data against annual years problematic.

The achievement of our students in the Literacy aspect of NAPLAN this year shows that a third of Year 3 students have scored in the top two bands for reading and over half are in the top two bands for spelling. With less students achieving this feat in the writing and grammar and punctuation aspects of this assessment, we will use the detailed information received as well as school based assessments to make informed judgments about how best to improve student learning in these areas.

Year 5 achievement in the Literacy aspects of the 2018 NAPLAN assessments show that 60% of students achieved in the top two bands for reading and 50% achieved the same great result in grammar and punctuation. Although there was 40% in the top two bands for spelling and above average results in the top two bands for writing, these two areas will be a future focus for professional development and explicit teaching.

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	13.3	13.3	20.0	20.0	20.0	13.3
School avg 2016-2018	5	10	15	17.5	32.5	20

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	6.3	18.8	12.5	12.5	43.8	6.3
School avg 2016-2018	2.4	12.2	17.1	14.6	31.7	22

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	25.0	37.5	6.3	31.3	0.0
School avg 2016-2018	0	14.6	26.8	9.8	46.3	2.4

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	6.3	12.5	18.8	31.3	25.0	6.3
School avg 2016-2018	4.9	4.9	17.1	24.4	19.5	29.3

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	0.0	10.0	10.0	30.0	40.0	10.0
School avg 2016-2018	9.1	15.2	21.2	21.2	24.2	9.1

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	20.0	20.0	40.0	20.0
School avg 2016-2018	12.1	6.1	21.2	21.2	15.2	24.2

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	10.0	0.0	10.0	40.0	40.0	0.0
School avg 2016-2018	15.2	18.2	9.1	24.2	27.3	6.1

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	10.0	20.0	60.0	0.0	10.0	0.0
School avg 2016-2018	15.2	12.1	48.5	15.2	9.1	0

Being a small school, NAPLAN data fluctuates yearly as cohorts sit this single point in time assessment. This makes comparing the data against annual years problematic.

Our Year 3 students have achieved well in Numeracy.

There is no reportable data for Year 5 as under ten students sat this examination.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	13.3	26.7	20.0	33.3	6.7
School avg 2016-2018	0	5	20	30	27.5	17.5

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	3.1	21.9	21.9	18.8	25	9.4

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.

Improving education results – In 2018 an average of 42.86% of students scored in the top 2 NAPLAN bands for numeracy and reading. This was an increase from 37.5% in 2017. Teachers continue to implement evidence based teaching practices. School based evidence shows teachers participating in well-resourced and timely professional learning in a collaborative team environment to enhance teaching and learning as well as developing a deeper understanding of curriculum and effective pedagogy which is driving improvement trends. Teaching and assessment is responsive and personalised to meet the unique needs of each student.

State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands. In 2018, 1 Year 5 and 2 Year 3 student sat for NAPLAN. There were no Aboriginal students in the top 2 Bands. As the school works to improve all student learning outcomes, this will be continue to be a focus for 2019.

Parent/caregiver, student, teacher satisfaction

Feedback was sought throughout 2018 from our parent and wider community via surveys, verbal feedback and through written invitations throughout the year.

The Excellence in School Customer Service 360 Reflection Tool provided insightful feedback from our staff and parent bodies. Although there were not as many parent responses as desired, the feedback was important and acted upon.

In the four domains that were reported on; *Communicate Effectively*, *Commit to customer service*, *Work collaboratively* and *Consistency and Vision in Planning* we were rated as exceeding expectations in all areas. Our strengths included our inclusivity, teamwork and ethical behaviour. Areas for further development included improving the way we communicate and engages with the school community, acknowledging the ancillary staff for the work they do and ensuring transparency to members of our community and how they access information.

Policy requirements

Aboriginal education

Carrington Public School's Aboriginal education programs provide opportunities for our students to know who they are and to celebrate their unique cultural heritage. This is aligned with the Eight Ways of Learning and the Quality Teaching Model. In 2018, we had 18 students identify as Aboriginal and we received \$21190 through our Resource Allocation Model in

funding. This money was used to employ an Aboriginal School Learning Support Officer who provided cultural experiences, knowledge and guidance for our students.

With the support of our local community, interested students were taught traditional dances. This group opened our Performing Arts Concert.

This year we also reformed our Didgeridoo group that were the opening act for Presentation Day ceremony.

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

Multicultural and anti-racism education

Carrington Public School has a focus on multicultural education in all areas of the curriculum. Our programs develop knowledge, skills and attitudes which enable our students to be citizens in a culturally diverse society. One member of our staff is trained and is our Anti-Racism Contact Officer (ARCO).