

# Carramar Public School

## Annual Report



2018



3328

## Introduction

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

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

Anthony Mazzitelli

Proud Principal

## School contact details

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## School background

### School vision statement

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

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

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

### School context

Carramar PS is in the Fairfield Network of schools and has an enrolment of 225 students in 2018.

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

In 2018, we have ten classes that are named after Commonwealth Games Athletes. Currently half of our staff are New Scheme Teachers. As a result of comprehensive data analysis, the school has implemented a targeted approach to improve student outcomes in Literacy and Numeracy, including Language, Learning and Literacy (L3) and Focus on Reading (FoR).

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

As an Early Action for Success (EAfS) school, an Instructional Leader Numeracy and Literacy has been appointed to work directly with teachers in the early years. An interventionist is also funded five days a week via school funds. Through the delivery of high quality professional learning and hands-on instructional leadership, K–6 teachers will be supported in the effective use of data to drive teaching and learning programs, ensuring personalised learning for every student. Interventionist strategies and practices will be utilised to support tiered interventions, focused on progressing all students from their current levels of achievement.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. 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.

*The school's on-balance judgements for each element is as follows:*

*Learning: Learning Culture: Sustaining and Growing.*

*Learning: Wellbeing; Sustaining and Growing.*

*Learning: Curriculum; Sustaining and Growing.*

*Learning: Assessment; Sustaining and Growing.*

*Learning: Reporting; Sustaining and Growing.*

*Learning: Student performance measures;: Delivering.*

*Teaching: Effective classroom practice: Sustaining and Growing.*

*Teaching: Data skills and use: Sustaining and Growing.*

*Teaching: Professional standards; Sustaining and Growing.*

*Teaching: Learning and development; Excelling.*

*Leading: Educational leadership; Sustaining and Growing.*

*Leading: School planning, implementation and reporting; Excelling.*

*Leading: School resources; Sustaining and Growing.*

*Leading: Management practices and processes: Sustaining and Growing.*

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

Independent, active and engaged learners.

### Purpose

Improve student well being, behaviour and engagement in learning.

### Overall summary of progress

- School PBL team develop a plan for evaluating current school values and behaviour policies, identifying areas of need and implementing research based initiatives that drive positive change in wellbeing and behaviour.
- Three core values have been established and explicitly defined in consultation with staff, students and parents. Behaviour expectations are clearly and consistently communicated to students and parents.
- Students can identify, articulate and clearly communicate their achievements, progress towards learning goals and future learning goals with peers, parents and teachers. Students can identify the steps they need to take to achieve personal and learning goals (with a focus on Literacy and Numeracy) and who can support them.
- Increased percentage of students achieving in the top 3 bands in NAPLAN for Literacy and Numeracy.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student well being.	The Assistant Principal Welfare position with socio economic equity funds \$15000 for PBL signage and professional learning.	A PBL team has been formed and 3 core values have been collaboratively established, defined and communicated to all stakeholders. These core values are Safe, Respectful, Responsible. Learner has also been included as a value and will link to all other values
Increased student engagement in learning.	ICT funds of \$15000 from school operational funding has supported this direction.	K–6 classes were allocated iPads to be used to support student learning and engagement. Teachers engaged in Professional Learning around the effective use of iPads and digital technologies in the classroom. The incorporation of digital technologies in the classroom has had a positive impact on student learning and enhanced student engagement
Increased percentage of students achieving in the top 3 bands in NAPLAN for Literacy and Numeracy.	Use of disability funds and integration funding support to provide Student Learning Support Officers \$144000.	Results show an improvement in Year 5 Writing with an increase in number of students performing in the top 3 bands and over 83% of students at or above expected growth.

### Next Steps

The PBL team work on developing a Matrix for behaviour expectations for both class and non– class settings across the school with the input of staff and students. Lessons around these expectations will then be designed and taught in early 2019 to ensure consistent understanding and application for staff and students.

Students will be provided with further opportunities to use digital technologies to support their learning and increase engagement in the classroom. Throughout 2019 teachers will engage in professional learning led by the Science and Technology coordinator to continue developing understanding around the effective use of iPads in the classroom.

## Strategic Direction 2

Exemplary classroom practitioners with a high level of professional expertise.

### Purpose

To ensure every student at Carramar Public School has an excellent classroom teacher and equal access to outcomes for every year of schooling.

### Overall summary of progress

- All teachers demonstrate deeper professional knowledge and skills as a result of engaging in relevant, collaborative, future focused professional learning around the 'big ideas' in Mathematics evidenced by improved student learning outcomes.
- All teachers demonstrate deeper professional knowledge and skills in the area of dialogic talk, as a result of engaging in relevant, collaborative, future focused professional learning, evidenced by improved student learning outcomes. All teachers demonstrate an understanding of, and use of, focusing on the 'big ideas' around quality literature in the English block.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase teacher capacity to design and deliver integrated English programs underpinned by the use of quality literature.	Additional to the \$160000 funded EAfS instructional leader position, an extra EAfS day \$34000 and EAfS funds of \$40000 for resources and professional development.	<ul style="list-style-type: none"><li>• Teachers have worked independently and collaboratively to build up a repertoire of teaching strategies in English. All staff identified improvement in developing their practice in these areas as part of the PDP process and teacher reflections throughout this process show evidence of teachers' increased confidence and skills.</li></ul>
Increase teacher capacity to design and deliver quality mathematics programs focused on developing students mathematical proficiencies.	Additional EAfS instructional leader day \$34000 and EAfS funds of \$40000 for resources and professional development.	Teachers have worked independently and collaboratively to build up a repertoire of teaching strategies in Mathematics. All staff identified improvement in developing their practice in these areas as part of the PDP process and teacher reflections throughout this process show evidence of teachers' increased confidence and skills.  Teachers are able to program around Big Ideas in English blocks.
School processes are established to support teachers and are evident in teaching programs across K–6.	Additional EAfS instructional leader day \$34000 and EAfS funds of \$40000 for resources and professional development.	Teachers found professional development sessions extremely helpful in deepening knowledge and developing skills in the areas of dialogic talk.

### Next Steps

Continue professional learning to develop teacher skills in dialogic talk across all Key Learning Areas focusing on critical and creative thinking to deepen comprehension and the use of evidence to support ideas and opinions.

To develop the staff's knowledge and skills of using drama, in English and Mathematics, as a tool to enhance relevant, collaborative and future focused learning and build students' vocabulary and comprehension of concepts.



### Strategic Direction 3

Informed and engaged parents and strong home–school partnerships.

### Purpose

Build effective, collaborative partnerships with parents and caregivers based on mutual trust, respect and a shared responsibility for and understanding of student wellbeing and student learning.

### Overall summary of progress

- Increased parent/carer engagement in school events, class room experiences and opportunities to communicate student achievement. Staff feel more confident in building effective partnerships with parents that enhance learning and wellbeing.
- Parents, teachers and students having evaluated the effectiveness of three way conferences and other forms of communication around learning within the school and indicate that there now exists an increased awareness of current classroom practice and an increased level of confidence in supporting student learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent/carer engagement in opportunities to communicate student achievement and wellbeing.	Support of the HSLO. Socio economic flexible funding to fund the CLO position \$50000	<ul style="list-style-type: none"><li>• An increase in attendance at school events, attendance and feedback at three way conferences, number of parents using Class Dojo as a means of communication; all reflect increased parent engagement and participation.</li><li>• 88/150 families of the school had person/s attend the Art Expo and Open Classroom day with of 58.7%. Three Way Conferences had 93% of parents attend. This is a significant increase of 41% from 52% of parents attending Parent –Teacher interviews in 2017. Out of a possible 150 families there are 124 parents using Class Dojo</li></ul>
Parents develop an understanding and awareness of how students learn and what processes in classrooms are occurring to develop this.	Tell Them Form Survey tool.	TTFM survey indicated that parent felt well informed about their child's learning and behaviour and have an increased understanding of what happens in the classroom as a result of processes like Open Classrooms and 3 Way Conferences. Parents responded positively to the changes in the school reports. The new reports were easier to read; parents reflected this belief in their surveys.

### Next Steps

Three Way Conferences to continue in 2109. Staff will continue to revise and refine 3 Way Conferences process and build the capacity of students to independently lead conferences revise the process of Meet The Teacher sessions in Term 1 to reflect the processes of the 3 way Reporting so that it is student guided and centred. Leadership team, alongside the CLO, to seek opportunities to engage parents in workshops, information session etc. around student learning.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Aboriginal background loading (\$2500.00)</li> <li>• Aboriginal background loading (\$6 905.00)</li> </ul>	Implications: garden completed which includes Aboriginal Acknowledgement of country. Year 6 gift to the school constitutes part of the garden signage. The project has beautified and improved the appearance of the school.
<b>English language proficiency</b>	\$35252 <ul style="list-style-type: none"> <li>• English language proficiency (\$35 252.00)</li> </ul>	Implications: Students have been well supported to cater for their needs, especially targeting the areas of Literacy and Numeracy.
<b>Low level adjustment for disability</b>	SLSO staff <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$ 125000.00)</li> <li>• Low level adjustment for disability (\$22 714.00)</li> </ul>	Implications: With the use of SLSO staff to support students, their learning goals have been monitored and tracked. Student growth has met expected growth and improvement levels.
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$ 20823.00)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$20 823.00)</li> </ul>	Implications: students in the support program have shown growth and personal goals have in turn been achieved by these students.
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Socio-economic background (\$ 309370.00)</li> <li>• Socio-economic background (\$309 370.00)</li> </ul>	Measure of participation rates, student wellbeing and satisfaction via surveys indicates the goals and aims of the CLO program have been achieved. Discussions with staff and parents regarding the positive impact of programs offered have been held to determine the programs for next year.
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• Support for beginning teachers (\$ 13786)</li> <li>• Support for beginning teachers (\$13 786.00)</li> </ul>	Successful completion and gaining of accreditation by teachers who submitted their accreditation. Funding has enabled support for the beginning teacher through the provision of time to establish PDP goals and complete and participate in lesson observations. The provision of time has enabled the newly appointed teacher to attend in-school professional learning and support provided by the Instructional Leaders.
<b>Targeted student support for refugees and new arrivals</b>	Refugee support funding \$5477	Daily timetabled support for refugee and new arrival students. These students were supported and gained basic English skills to effectively communicate their needs and wants. They successfully assimilated with other students and felt part of the Carramar PS community.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	124	121	113	114
Girls	137	128	112	113

Local development in area to the school is projected to increase student numbers towards the end of 2018 and into 2019 with approximately 170 apartments due for completion in 2019/2020.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.5	93.1	93.1	92.1
1	92.9	92.7	90.4	92.1
2	94.5	93.3	91.9	92.6
3	91.2	94.8	92.3	91.9
4	93.9	95.1	93.7	91.7
5	91.8	94.7	93.1	94.3
6	95.3	93.8	92.1	92.7
All Years	93.2	93.9	92.4	92.5
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 a high priority and carefully monitored. Data for student late arrivals and unexplained days absent from school are analysed each term and parents are notified of concerns via letters home and follow up phone calls and/or meetings. Where concerns continue and attendance does not improve, referrals to the Home School Liaison Officer are made. Fortnightly messages and reminders about the need for "good attendance" is made in the School

Newsletter.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.84
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher ESL	0.8
School Administration and Support Staff	2.48

\*Full Time Equivalent

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

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

100% of teachers participated in the Performance and Development Plan (PDP) initiative. Teachers set goals and had lessons observations conducted on their teaching to provide relevant and meaningful feedback to enable them to reflect and develop their goals. Professional dialogue, professional development courses, locally and externally supported teacher development. Leaders and aspiring leaders were also offered the opportunity to attend the @CosLead program. (2 teachers participated). The coaching process for this Community Of Schools Program also supported teacher development and growth.

## 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>	546,005
<b>Revenue</b>	3,623,202
Appropriation	3,561,062
Sale of Goods and Services	12,581
Grants and Contributions	44,444
Gain and Loss	0
Other Revenue	2,250
Investment Income	2,865
<b>Expenses</b>	-3,350,576
Recurrent Expenses	-3,350,576
Employee Related	-2,998,460
Operating Expenses	-352,117
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	272,626
<b>Balance Carried Forward</b>	818,631

The school's financial management process consisted of the school finance committee meeting once a term to analyse income, expenditure and the school needs. School needs were supported by planned expenditure and projects including ICT upgrades, garden upgrades, new signage of school values and car-park fencing to increase capacity and safety. Low level adjustment for disability funds focussed on employing student support learning officers to provide students with high needs, the personalised support required to achieve their learning goals. Socio economic background funds were focused on employee the CLO (Community Liaison Officer) to connect and support community engagement in the school. Organising and providing activities and experiences to develop student wellbeing was also a focus. The student wellbeing and coordination of support was the role of the Assistant Principal Welfare and was funded by the school. The balance carried forward is planned to cover the costs of the abovementioned initiatives and plans for 2019 which includes upgrades of all classroom interactive whiteboards.

### 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>	1,924,142
Base Per Capita	43,508
Base Location	0
Other Base	1,880,634
<b>Equity Total</b>	653,352
Equity Aboriginal	6,905
Equity Socio economic	340,604
Equity Language	118,542
Equity Disability	187,301
<b>Targeted Total</b>	37,928
<b>Other Total</b>	1,034,553
<b>Grand Total</b>	3,649,975

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

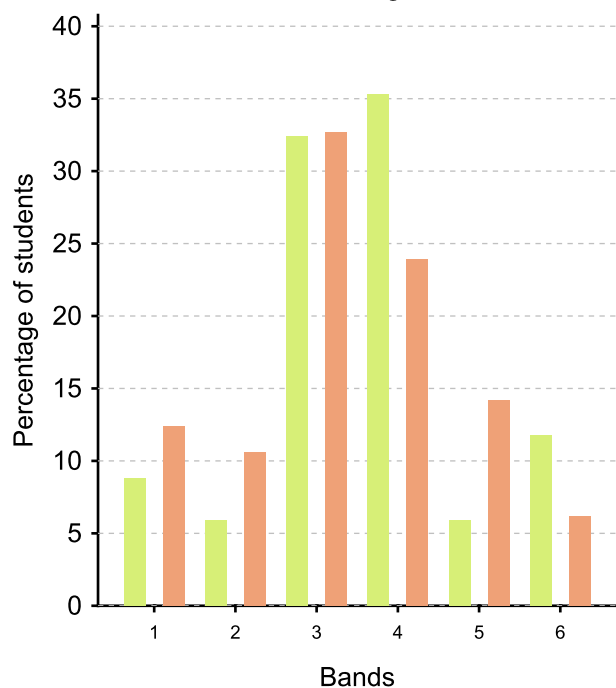
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

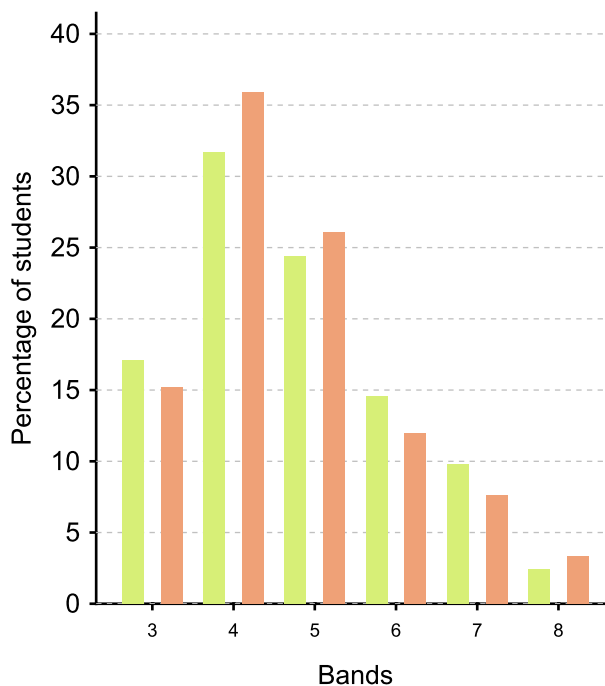
The students in Year 3 and Year 5 did not participate in the Online Literacy NAPLAN assessment, they participated in the conventional pencil and paper

**Percentage in bands:**  
Year 3 Reading



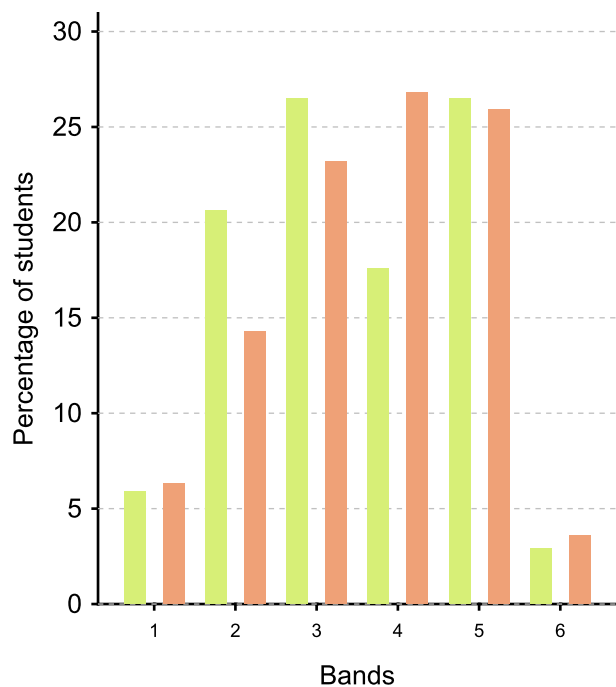
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Reading



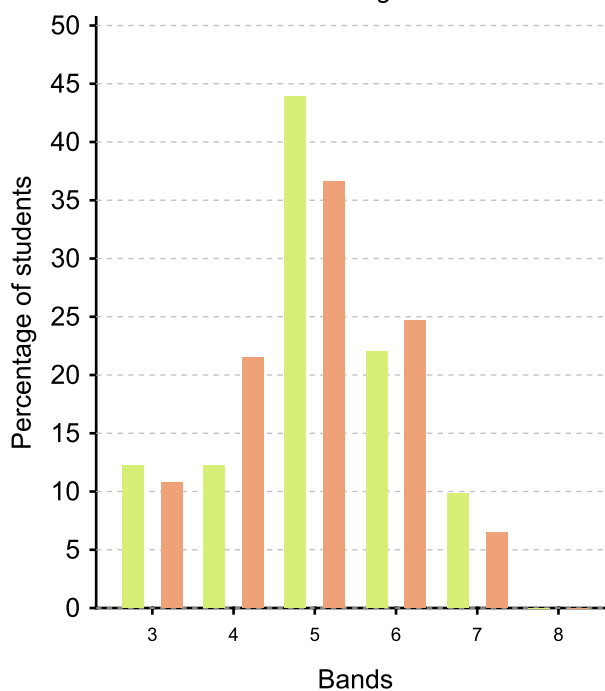
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

The students in Year 3 and Year 5 did not participate in the Online Numeracy NAPLAN assessment, they participated in the conventional pencil and paper assessment; this will be repeated in 2019.

## Parent/caregiver, student, teacher satisfaction

The Partners in Learning Parent Survey report compiled at the end of 2018 indicated that the school has strong partnerships with the parent community, equal to or greater than the state average. Parents feel well informed, welcome and that the school provides a supportive learning environment for all students. Similarly, the Tell Them From Me Student Survey reflected high levels of engagement driven by positive relationships with teachers, quality instruction, a positive learning climate and high expectations for success. In the Focus on Learning Teacher Survey, teachers strongly agreed that the school successfully addressed some of the most important drivers of student outcomes including strong leadership, collaboration, a positive learning culture, inclusivity data, informed practice and teaching strategies.

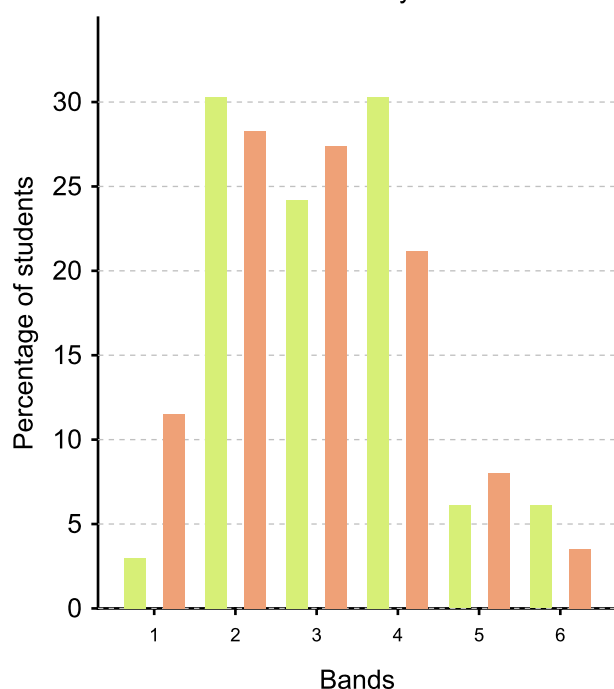


## Policy requirements

### Aboriginal education

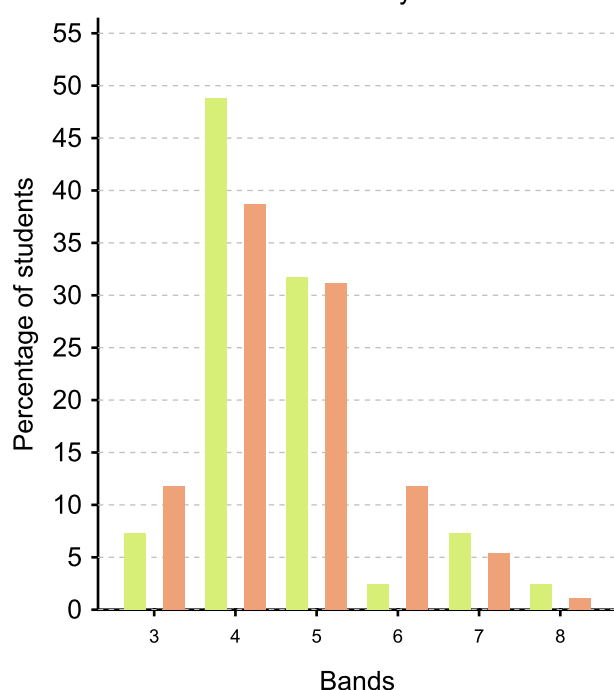
In 2018 Carramar PS was committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. It was our aim that all Aboriginal and Torres Strait Islander students would match or better the outcomes of the broader student population. We were committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia for all students. We provided Aboriginal cultural education for all staff and education about Aboriginal Australia for all students. The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country were respected, valued and promoted at Carramar PS through the development of an Aboriginal Garden, complete with Acknowledgment of Country and Aboriginal Totems.

Percentage in bands:  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

Percentage in bands:  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

There exists a focus to Improve education results for all students including our Aboriginal students. The EAfS program has a priority to support and improve the number of students who gain improved results to place them in the top two NAPLAN bands.



### Multicultural and anti-racism education

In 2018 Carramar PS was committed to providing opportunities that enabled all students to achieve equitable education and social outcomes and participate successfully in the culturally diverse community and more broadly, society. We aimed to foster student wellbeing and community harmony through the provision of programs and practices which counter racism and discrimination.