

Cartwright Public School Annual Report



2018



4360

Introduction

The Annual Report for **2018** is provided to the community of Cartwright 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.

Elizabeth Harris

Principal

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Message from the Principal

It is with great pleasure that I write this report as Principal of Cartwright Public School. We have had a wonderful year of student success in academic, sporting and cultural endeavours.

I am proud of the way in which our students conduct themselves in the classrooms, playground, on the sporting field or wherever their learning takes them.

Our parents and community members support our school to make it the best possible place for our students and I thank them greatly for all their time and hard work. Developing the capacity of our community to be deeply engaged with the school, combined with building on existing links with community partners, we will increase student achievement.

Quality teaching and learning is at the heart of everything that we do at Cartwright Public School. Our school vision is to create a dynamic school where every student learns, every teacher inspires, every leader motivates and every parent/carer supports the school.

I am very thankful and proud of the wonderful team of staff who teach and support our students. Our teachers lead and deliver innovative practice that is reflected in student achievement. It is with their dedication, commitment and teaching that we are making progress in our teaching and learning programs, as well as being able to offer so many extra curricular activities to our students.

This year Cartwright Public School was selected to participate in the external validation process for 2018. Every school goes through this process every five years. Objectivity, transparency and consistency are important elements for ensuring a system–wide approach that supports schools in their ongoing improvement. While improvement efforts are designed, driven and assessed on an ongoing basis by each school, this external process is important for providing an assurance to the school and the system that the progress and impact being made, aligns with the expectations articulated in the School Excellence Framework.

External validation provided a development opportunity for Cartwright Public School to reflect on its practice and evidence of impact. We were able to make an on–balance judgement that the school is delivering in leading, teaching and learning using the elements of the School Excellence Framework.

I certify that the information provided is the result of a rigorous school self–assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the student's achievements and areas for development.

School background

School vision statement

To create a dynamic school where every student learns, every teacher inspires, every leader motivates and every parent/carer supports the school.

School context

Cartwright Public School is located in Sydney Southwest in the Liverpool region. The school has 230 students of which 73% are from a language background other than English. 9% of students are Aboriginal. The school's teaching staff has a good balance of experienced and early career teachers.

The school provides a robust curriculum based on a pedagogy that is well researched and validated by educationalists. The staff is committed to the school's philosophy and vision of ensuring that no student is left behind.

The social economic background of the school community is quite varied and this has been taken into consideration when contextualising the National Curriculum to suit the learning needs of our students. The school has very systematic and rigorous teaching and learning programs that aim to achieve high outcomes for all students.

Cartwright Public School also offers extracurricular programs to enable opportunities for students in areas other than academics. This includes activities such as dance, music and sports.

The school is part of the Community of Schools 2168, but endeavours to establish community liaison with other schools beyond the 2168 area.

The school is supported by the Transition Equity Funding. This funding is utilised to establish extra support and educational programs across the school to improve students' learning outcomes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the school's next steps in the three areas of learning, teaching and leading.

Next steps in LEARNING: The school will continue to strengthen its ability to develop quality evidence based programs via instructional collaboration in Spirals, stage meetings and Learning Days. Teachers' ability to effectively differentiate and utilise formative assessment strategies will remain a focus to support learning and increase challenge. It is the aim of Cartwright PS that at least 35% of our students achieve in the top two skill bands in NAPLAN reading, writing and numeracy assessments each year.

Next steps in TEACHING: The school will continue to focus on ensuring that individual learning goals and quality, timely feedback is evident in all classrooms. This is an area that needs to be sustained by structured team leader supervision, as well as Principal walk-throughs and PDP meetings.

Next steps in LEADING: The school leadership team will continue to utilise data to drive all stage, staff, Spirals of Inquiry and executive meetings. It is through quality analysis and synthesis of summative and formative assessments that we ensure no student falls through the gaps! The leadership team will sustain current school structures, ensuring teacher consistency and accountability. Learning Process of the Self Assessment Process:

The CPS external validation team found the process of aligning everything we do at CPS to the Schools Excellence Framework a very thorough and enlightening process. We found that the school is on track in many areas but it also shone a light on where focus is required to produce evidence of impact. We learnt the importance of the regular checking of milestones, ensuring that they are being utilised as improvement measures. Adjustments will be made to milestones in

the School Plan to capture progress in the delivery of excellence.

Our self-assessment and the external validation process will assist the school to refine our school plan in 2019, 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

Effective communication and connections

Purpose

To deeply engage the community in their child's education and build upon existing links with community partners, increasing student achievement.

Overall summary of progress

The introduction of the Skoolbag app and revamp of the the Cartwright Public School Facebook page has been welcomed by the whole school community. Some parents have also reported that they are very pleased to receive notice of curriculum content at the beginning of each term, allowing them to help their child at home.

We have made strong ties with the PCYC who have provided engaging multi sport programs K–6. The Smith Family has provided financial assistance in the form of educational scholarships for eligible students and their families. These scholarships will assist students until they finish their educations.

Forming a P&C enabled timetabled fundraising to take place throughout the year to support the school.

Overall parents/carers voiced that they feel welcome and are encouraged to participate in their child's education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Track data on the participation level of families in school events and look to see ever increasing numbers of families directly involved in the school.	\$5000	There has been a marked increase in families participating in all school based events such as meet the teacher meeting, family Picnic Days
Student attendance data improves over time. Partial attendance data in regards to lateness improves.	\$1000	There has been a 4% decrease in student attendance K–6 from 2017. All targeted students and their families have had intervention to try and improve school attendance.
Track growth in Tell Them from Me data.	\$0	
ATSI students' families fully involved in planning and monitoring the progress of PLPs in partnership with the school.	\$1000	

Next Steps

Updating Cartwright Public School's website on a regular basis to enhance communication our community will be a priority in 2019. The school will continue to communicate regularly using its Facebook page, Skool bag app, as well as See Saw to inform parents and carers of school based activities and events.

Cartwright Public school will utilise healthy evaluative practices to inform all planning and actions.

Strategic Direction 2

Instructional Collaboration

Purpose

To ensure the leadership team maintains a focus on distributed instructional leadership so that every student makes measurable learning progress and gaps in student achievement decrease.

Overall summary of progress

A collaborative approach to team planning and individual professional development has been embedded K–6, developing a culture of excellence in teaching and learning. Teachers were given the opportunity to work alongside their colleagues to reflect on student achievement and to collaborate on where to next. Supervisors worked with their team members to review current teaching and learning practices on an individual basis. Future directions were determined and implemented in a supportive and collaborative manner.

Fortnightly spiral of inquiry meetings took place, enabling stages across the school to work with the instructional leader focusing on writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student outcomes in literacy and numeracy	\$57000	The data analysis and synthesis during learning days indicate that most students are meeting stage benchmarks K–6.
100% of teachers are confident in their ability to track student progress using the literacy and numeracy progressions	\$36,000	K–2 teachers are confidently using the the progressions and have attended EAfS training days. Instructional leader support provided to k–6 teachers.
100% of teachers confident in implementing formative and summative assessment strategies across Key Learning Areas	\$2000	Formative assessment is being utilised effectively in K–2 classrooms. A K–6 formative assessment focus will remain for 2019. Baseline data being utilised to inform teacher practice.

Next Steps

Data is to drive all teaching and learning and teacher actions. Full formative assessment implementation K–6 will be a focus. Staff professional learning, in class observations and instructional rounds will take place to support teachers to improve their practice.

Writing will remain a focus across the school. The main areas identified are marking, identifying purpose & audience, providing quality feedback and recrafting.

Quality teaching and programming of reading to writing using mentor texts will be embedded K–6

Strategic Direction 3

To enhance student learning and wellbeing through broad and rich curriculum

Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and creative individuals.

Overall summary of progress

All teaching staff received professional learning on NESA expectations for class timetables, as well as teaching and learning programs. Teachers were engaged in learning about the new science and technology syllabus. A new 2019 science & technology K–6 scope and sequence was created in term 4.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in negative referrals for behaviour and suspension.		(refer to suspension online data collection)
NAPLAN results trend upwards over time. Increasing number of students meet expected NAPLAN growth from years 3–5–7.	\$30000	

Next Steps

K–6 teachers will implement the new science and technology syllabus. Cartwright Public School will purchase more devices to help Stage 1 students develop ICT skills. Teaching coding will be a focus K–6.

Staff will undertake professional learning based on the new PDHPE syllabus in term 2 and will implement it in semester 2, 2019.

Key staff to attend three day PBL training, gain staff baseline data to implement PBL across the whole school in Semester 2, 2019.

CPS' drumming, dance and choir groups will continue to participate in the Western Liverpool of Performing Arts Festival.

All ILPs and PLPs with parent and carers and be reviewed by teachers every term. Staff identify learning and well being needs and measure the impact of these plans.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	93	88	99	111
Girls	88	82	90	106

Cartwright Public School's enrolments are slowly increasing each year. There has been an increase of 28 students in 2018, 20 of which are attached to our support unit classes.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.6	89.4	94.9	93.1
1	92.1	89.9	97.1	91.6
2	89	91.6	96.6	89.6
3	90.4	90.2	95.2	92.9
4	93	92.3	93.9	92.3
5	93.3	95.2	93.4	89.4
6	92.4	92.8	97.7	91.8
All Years	91.7	91.5	95.7	91.6
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

Attendance is tracked on a regular basis at Cartwright Public School. After two days of an unexplained absence, staff contact parents and carers for an explanation. Absence notes are also generated every fortnight and sent home when there are any unexplained absences.

Students who have school attendance under 80% are flagged with the Home School Liason Officer.

Attendance Improvement Plans may be created to work with families to ensure school attendance improves.

100% attendance awards are handed out to students at the end of the year.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
Teacher ESL	0.6
School Administration and Support Staff	5.42

*Full Time Equivalent

Cartwright Public School has one staff member identified as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

All teaching staff and administrative staff participated in professional learning in 2018. Staff participated in professional learning in both school based and external professional development. The school's professional learning funds were used to support our three strategic directions. Staff also engaged in professional learning that supported their individual goals on their Performance Development Plans. This included whole school professional learning and individual teachers attending courses to support their own professional learning goals. Instructional collaboration has been key to improve teacher pedagogy and increase student learning outcomes.

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	582,589
Revenue	3,116,342
Appropriation	3,028,744
Sale of Goods and Services	4,119
Grants and Contributions	80,682
Gain and Loss	0
Other Revenue	0
Investment Income	2,797
Expenses	-2,865,169
Recurrent Expenses	-2,865,169
Employee Related	-2,537,350
Operating Expenses	-327,819
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	251,173
Balance Carried Forward	833,762

The table exhibits an accurate and fair view of the revenue and expenses of the school.

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	1,550,547
Base Per Capita	36,547
Base Location	0
Other Base	1,514,000
Equity Total	548,807
Equity Aboriginal	11,171
Equity Socio economic	311,190
Equity Language	98,539
Equity Disability	127,907
Targeted Total	586,631
Other Total	129,830
Grand Total	2,815,814

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.

39% of year 3 students achieved in the top two skill bands for spelling.

6.5% of year 3 students achieved band 6 in grammar and punctuation.

6.5% of year 3 students achieved in band 5 in reading

14% of year 5 students achieved in bands 7 and 8 in Grammar and punctuation.

9% of year 5 students achieved band 8 in reading.

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	19.4	16.1	6.5	19.4	32.3	6.5
School avg 2016-2018	11.5	17.2	13.8	14.9	26.4	16.1

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	9.7	41.9	25.8	16.1	6.5	0.0
School avg 2016-2018	9.2	26.4	32.2	21.8	6.9	3.4

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	31.8	13.6	4.5	36.4	4.5	9.1
School avg 2016-2018	13.1	24.6	16.4	31.1	8.2	6.6

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	27.3	31.8	13.6	13.6	4.5	9.1
School avg 2016-2018	14.8	26.2	32.8	14.8	8.2	3.3

12.9 % of year 3 students achieved in band 4 in numeracy.

There was a 5% increase in year 5 students achieving in band 8 in numeracy compared to 2017 results.

4.5% of year 5 students achieved in band 8 for numeracy. This is 2.9 % higher than that of similar schools.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	12.9	29.0	41.9	12.9	3.2	0.0
School avg 2016-2018	10.3	31	37.9	13.8	5.7	1.1

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	9.1	36.4	31.8	13.6	4.5	4.5
School avg 2016-2018	9.8	31.1	36.1	18	3.3	1.6

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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There were five Aboriginal students that sat the NAPLAN assessment in 2018.

50% of Aboriginal year 3 students achieved band 5 in Spelling.

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their child's experiences at home and school.

- Parents surveyed feel welcome and informed. There is a consistency with 2017 data where the school results for 2018 are still above the state norm in this area.
- Parents surveyed believe that teachers have high expectations for their child's success and that teachers encourage students to do their best.
- Parents surveyed feel that they are well informed about their child's behaviour at school, whether positive or negative. They also indicated that they are well informed of their child's progress in school subjects.
- Parents surveyed feel that teachers help students develop positive friendships.
- Parents surveyed feel the school helps prevent bullying.

Teacher Satisfaction

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complimentary research paradigms.

- Teachers surveyed feel that there is a good learning culture in the school, which is inclusive of others and is supported by the leadership team. The school's results are above the state norm.
- Teachers surveyed believe that they have worked with school leaders to create a safe and orderly school environment.
- Teachers surveyed indicate that students receive feedback on their work that brings them closer to achieving their goals.

Student Satisfaction

- 62% of students surveyed participate in extra curricular activities. This is 7% higher than the NSW Govt norm.
- 75% of students surveyed have a positive sense of belonging.
- 93% of students surveyed value schooling outcomes
- 89% of students surveyed try hard to succeed in their learning.

Policy requirements

Aboriginal education

The school endeavours to embed Aboriginal perspectives across all Key Learning Areas. As a school we celebrated National Reconciliation Week in classrooms and was part of a community of schools that jointly organised and celebrated NAIDOC Day. These events highlighted and shared Indigenous culture with students, relaying the meaning behind these special celebrations.

Multicultural and anti-racism education

There is one teacher that is trained as an ARCO to support students and staff in race-related issues. Multicultural perspectives were embedded into teaching and learning programs and the school held a Multicultural Day to celebrate the many cultures that make Cartwright Public School. Harmony Day was celebrated with a whole school assembly, as well as classroom activities that focused on the richness of many cultures.