

Carlton South Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Carlton South Public School

Jubilee Ave

Carlton, 2218

www.carltonsth-p.schools.nsw.edu.au

carltonsth-p.school@det.nsw.edu.au

9587 5235

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
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	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increased proportion of students demonstrating at least a year's growth in literacy and numeracy.

Increased proportion of students in the top two NAPLAN bands for literacy and numeracy. (Premier's Priorities)

Increased proportion of students being able to reflect on the learner dispositions and articulate where they are in relation to the learning progressions using specific behaviours as an indicator.

Progress towards achieving improvement measures

Process 1: Formative Assessment

Through partnership with Corwin, formative assessment practices will be promoted through professional learning, where teachers will collaborate on consistent school-wide practices for assessment and ways to integrate formative assessment into everyday teaching practice.

Evaluation	Funds Expended (Resources)
<p>Annual Milestone: To begin building a foundation of Visible Learning knowledge through practiced implementation of Visible Learning and delivering effective feedback.</p> <p>Improvement Progress: Evidence such as, teacher observations recording different types of feedback, programs incorporating Learning Intentions and Success Criteria (LISC), student work samples across K–6 showing LISC and written learning goals across the stages demonstrate that all teachers have begun to build a foundation of visible learning knowledge through practiced implementation of visible learning. In terms of delivering effective feedback, the learning journals with details of the two observations on different types of feedback, teacher reflections on the questions, the TPL sessions demonstrating the different types of feedback, all demonstrate that teachers now understand that effective feedback is not just praise, but is specific, and related to the SC. Continued work needs to be done on the importance that effective feedback needs to move away from task related feedback to self-regulated and self-praise feedback. As a school, we need to continue to work on developing a consistent language around what an active learner looks like. Professional Learning delivered by Corwin in 2020 will focus on developing visible learners and articulating ways of building a culture of feedback.</p>	<p>Corwin Visible Learning Budget: \$21,000</p>

Process 2: Personalised Learning

Teaching and learning programs reflect the needs of individual students and the curriculum is differentiated accordingly. The Gifted and Talented committee will review policy. Learning support processes will continue to be reviewed.

Evaluation	Funds Expended (Resources)
<p>Annual Milestone: By the end of the year, the PLC would like to revise the flowchart to use in Learning and Support meetings. The G and T programs/</p>	<p>High Potential & Gifted Education Budget: \$5,000</p>

Progress towards achieving improvement measures

initiatives will be reviewed and feedback forms will be sent out to both students and teachers. Feedback and programs will be reviewed to further support students in 2020.

Improvement Progress: The Learning Support Team referral flowchart and identification forms have been revised, and have started to be utilised during Learning Support Team meetings. Three students were referred using the flowchart in 2019. Student and teacher feedback was collected from the Mathematics Extension Programs, Night of the Notables and Tournament of the Minds. The feedback was used to cater to the needs of individual students and develop high quality differentiated teaching and learning programs. In 2020, professional learning will be delivered to all staff on the new HPGE policy to ensure all teachers feel confident in extending, enriching and accelerating students.

Process 3: Life Competencies

Programs will be developed to ensure that students are able to connect, succeed, thrive and learn through a focus on learner dispositions as part of our 'Visible Learning' partnership with Corwin.

Evaluation	Funds Expended (Resources)
<p>Annual Milestone: Determine final dispositions and create a prototype of the progressions so the PLC can implement the language of progressions across the school.</p> <p>Improvement Progress: After initial consultation with parents and teachers, a final prototype of the learning disposition language was developed. This was achieved by co-constructing the language and meaning of each disposition to suit the students of Carlton South Public School to set them up for learning for life. As a committee, we finalised the overarching dispositions and categorised the learning behaviours associated with each disposition. A visual representation of the learning dispositions was designed and illustrated by one of our community members which will be implemented in the future as part of our final dispositions and learning progressions.</p>	Student Wellbeing Budget: \$5,000

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.

Improvement Measures

Surveys and staff reflections demonstrate an increase in the use and sharing of evidence, research and data to underpin teaching practices.

Surveys and staff reflections show an increased proportion of teachers utilising innovative digital technologies and future-focused practices.

Teacher satisfaction and evaluation survey results demonstrate an improvement in staff knowledge of pedagogical practices and engagement as a result of collaborative practices.

Progress towards achieving improvement measures

Process 1: Evidence-based teaching practices

Implementation of the most effective explicit teaching methods and delivering the professional learning required for teachers to be able to do this successfully.

Evaluation	Funds Expended (Resources)
<p>Annual Milestone: To build and develop teacher understanding of using evidence-based practices to plan, deliver and evaluate quality English units of work.</p> <p>Improvement Progress: As a result of the Professional Learning Community and stage-based professional learning, all K-6 staff are now implementing a unit of work centred on the English textual concepts. The professional learning focused on building teacher understanding around identifying the textual concepts and explicit teaching points in quality literature. Teachers worked collaboratively across the school to develop and trial units of work in order to deepen student understanding of English concepts. Staff are now beginning to develop their own capacity to create textual concepts units of work. This will continue as a focus in 2020.</p>	Teacher Professional Learning Budget: 40,000

Process 2: Innovative digital technologies

Staff will receive professional learning to effectively implement the technology scope and sequence. Professional learning and school wide processes will support teacher capacity to implement innovative digital technologies in their daily practice.

Evaluation	Funds Expended (Resources)
<p>Annual Milestone: Staff will receive professional learning to effectively implement the Digital Technologies outcomes within the new Science and Technology K-6 syllabus. Professional learning and school-wide processes will support teacher capacity to implement innovative digital technologies in their daily practice.</p> <p>Improvement progress: As a result of ongoing professional learning in 2019, Digital Technologies outcomes within the Science and Technology K-6</p>	Information Communication Technology Budget: \$20,000

Progress towards achieving improvement measures

syllabus have been successfully integrated into units of work, across the school. A whole school Science and Technology K–6 scope and sequence has been created, which will allow all staff to easily implement Digital Technologies outcomes into their teaching programs. Further, a whole school Release from Face-to-Face (RFF) program that is focused on robotics and is led by the librarians has been successfully implemented in 2019. Additionally, in order build staff capacity, a team teaching approach to robotics and coding has been incorporated across the school. Survey data has indicated that over 85% of teachers within the school feel confident in incorporating technology within their classroom practice. This is a growth of 20% compared to the previous year. 75% of teachers surveyed also believed that our school is Sustaining and Growing in technology according to the School Excellence Framework, which is a growth of 30% compared to the previous year.

Process 3: Enhanced data literacy/ analysis skills

The school will promote collaborative processes in the collection and analysis of formative assessment data. Learning support needs will be informed by data to personalise learning to ensure all students succeed.

Evaluation	Funds Expended (Resources)
The process 'Enhanced Data Literacy/Analysis Skills' was absorbed into Strategic Direction 1 and was incorporated into the 'Formative Assessment' process in 2018.	N/A

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.

Improvement Measures

Evidence and data shows instructional leadership has made an impact on student learning, promoting a culture of high expectations.

Surveys, including TTFM data show an increase in opportunity for student leadership, student voice and feedback to improve school culture and an increase in parental engagement with the school.

Surveys and staff reflections show increasing collaborative practices that build quality teaching through shared expertise, with a focus on student improvement.

Progress towards achieving improvement measures

Process 1: Professional Learning Communities

Professional Learning Communities will be created around six of the processes within the school plan. Their purpose will be a shared focus on student learning, reflective dialogue and action enquiry.

Evaluation	Funds Expended (Resources)
<p>Annual Milestone: To continue Professional Learning Communities coupled with an appointed instructional leader to drive continuous improvement of teaching and learning across the school.</p> <p>Improvement progress: Professional Learning Communities (PLCs) across the school continued to grow during 2019. This growth was particularly evidenced in the way in which teachers view PLCs as drivers of continuous improvement. A staff survey indicated that they see the benefits of collaborating with a range of individuals and the importance of utilising evidence based practices to develop pedagogy. Non-executive staff led some of these PLCs, continuing to support the building of their capacity as leaders within the school. The instructional leader role consisted of supporting K–2 staff with developing knowledge and skills related to L3. This resulted in the teachers developing pedagogical practices related to literacy teaching, ultimately supporting the improvement in student learning outcomes. The work undertaken with Years 3–6 continued to focus on developing quality teaching practices via professional conversations, team teaching and lesson demonstrations. Staff surveys indicated that their teaching practices were able to develop through challenge and support provided by the instructional leader.</p>	N/A

Process 2: Student Voice

Student voice will be promoted through increased leadership opportunities within the school, including the SRC and student leadership team.

Evaluation	Funds Expended (Resources)
<p>Annual Milestone: Student Representative Council, along with the Student leaders, will engage in and support the design process for the development</p>	N/A

Progress towards achieving improvement measures

of a new adventure playground. In addition, student voice will be promoted and encouraged via the school newsletter and social media platforms.

Improvement progress:

The Student Representative Council members led discussions in their classrooms to gather student voice around the development ideas for a new adventure playground to promote student interaction, cooperation and inclusiveness. Proposal ideas were discussed further at SRC meetings and SRC members then engaged in a Junior Design Workshop where they clearly outlined their joint vision for the new play space. This valuable input allowed the design team to develop a well considered solution that captured the needs of the students and included a specific range of activities to promote active play and support student wellbeing. SRC members and the Student Leaders provided valuable input, feeling proud of their involvement, with all students now enjoying this interactive play space. Throughout 2019, student voice contributions were sought for the school newsletter; these contributions focused on a wide range of topics, including World Teachers' Day, Education Week and Visible Learning.

Process 3: Engagement with the community

Opportunities will be provided for the school to engage with the community in order to promote positive and respectful partnerships that improve learning for students.

Evaluation	Funds Expended (Resources)
<p>Annual Milestone: By the end of 2019, community engagement will have been enhanced through increased communication and parent partnerships via reporting of student goals and providing parents with the opportunity to participate in workshops that engage them with the learning culture of the school.</p> <p>Improvement progress: During Term 1, learning goals were communicated with parents. This communication was both written and verbal via the parent-teacher interview process. Feedback from parents indicated that this process was helpful and informed them about where their children were at, where they needed to go and how they were going to get there. Parents received information regarding the progress of these learning goals in the Semester 1 report. Learning goals were revised in Semester 2, reflected on at the end of the year and sent home via the Semester 2 reports. Throughout the year, parents were provided with opportunities to participate in workshops related to supporting their children with literacy and maths, safety with digital technology and supporting their children with anxiety, which the school counsellor led. Parent feedback at each of these workshops indicated that these workshops gave them greater awareness and knowledge of the issues that children face today, as well as the learning expectations that are encouraged by all of the teaching staff. A focus in 2020 will be to provide parents with the opportunity to participate in a workshop related to visible learning and the learning dispositions; both of which will be important goals for the year and part of Strategic Direction 1.</p>	N/A

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1,474	In 2019 the school had four students enrolled who identified as Aboriginal. Each of these students has a Personalised Learning Plan (PLP) to identify, organise and apply differentiated approaches to their learning and engagement. All students are making progress across literacy and numeracy. School Learning Support Officers were engaged to facilitate personalised learning for Indigenous students. In 2019, the school created a unique and personalised 'Acknowledgement of Country' to respond to the specific needs expressed by teachers, students and families seeking to show respect, understanding and the promotion of Aboriginal education and values. Funding was allocated to the purchase of technology and other teaching resources to embed Indigenous perspectives across the curriculum. Active involvement was evidenced in the following commemorations: ANZAC and Aboriginal Service Day, National Sorry Day, National Reconciliation Week, NAIDOC, 'Voice, Treaty, Truth' programs, National Aboriginal and Torres Strait Islander Children's Day, the Deadly Awards and the Koori Art Expressions Exhibition. A cultural infusion incursion was also delivered across the school to build student knowledge in Aboriginal history and culture.
English language proficiency	\$47,074 (Flexible)	All EAL/ D staff were involved in regular professional learning through their network and online courses. 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 group withdrawal groups. 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 draft Kindergarten EAL/D learning progressions. The purpose of this was to support the successful plotting of students' language developments. 38 Year 3 and 37 Year 5 EAL/D students were placed in the top two bands for reading.
Low level adjustment for disability	\$64,463 (Flexible)	Four full time and two part time School Learning Support Officers (SLSOs) provided curriculum adjustments for individual students as well as social skill development for individual students and small groups of students. Support was also provided for students with additional needs who do not have targeted funding. A lunch time social skills program, run by SLSOs supported students five times per week. Individual Education Plans were revised and adjustments made.. Tell Them From Me Survey questions asking about expectations for success reported that 88% of students believe school staff hold high expectations for all students to succeed. 83% of students reported positive student-teacher relations.

Quality Teaching, Successful Students (QTSS)	\$114,186	Quality Teaching, Successful Teaching continued to be implemented in 2019, with adjustments made, according to feedback from staff during the previous year. In 2019, two days of the Quality Teaching, Successful Students funds were utilised to employ an Instructional Leader. The IL worked with all stages 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 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.
Socio-economic background	\$27,123	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 and significantly impacted on their learning outcomes. 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.
Support for beginning teachers	\$46,659	In 2019, there were three 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.
Targeted student support for refugees and new arrivals	\$701	Thirteen new arrivals were offered additional funding, which amounted to three additional EAL/D days.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	321	320	334	344
Girls	285	290	313	301

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.5	94.8	94.3	95.5
1	93.1	93.4	93.4	92.7
2	93.9	94.5	93	92.7
3	94.3	94.2	92.1	93
4	93.8	94.3	94	94.7
5	94.7	92.7	93.2	94.8
6	95.1	91.3	92.9	92.9
All Years	94	93.7	93.3	93.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.35
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	4.26

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	231,510
Revenue	6,364,778
Appropriation	5,794,394
Sale of Goods and Services	655
Grants and contributions	558,702
Investment income	4,026
Other revenue	7,000
Expenses	-6,238,975
Employee related	-5,509,266
Operating expenses	-729,708
Surplus / deficit for the year	125,803

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	122,841
Equity Total	588,342
Equity - Aboriginal	1,474
Equity - Socio-economic	27,123
Equity - Language	388,565
Equity - Disability	171,179
Base Total	4,412,978
Base - Per Capita	151,811
Base - Location	0
Base - Other	4,261,168
Other Total	341,175
Grand Total	5,465,337

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

For the fifth consecutive year, Carlton South Public School has participated in the 'Tell Them From Me' to gauge parent/caregiver, student and teacher satisfaction. This data is regularly discussed, analysed and utilised to guide strategic school planning and help to identify improvement initiatives for Carlton South Public School.

The 'Tell Them From Me' Parent Survey 2019 (Partners in Learning) featured sixty-four (64) respondents and the data indicated that the perspective of parents from within our school community was significantly above the NSW Government norm for all seven of the separate measures used to gauge parent satisfaction. Utilising a ten-point scale, Carlton South Public School performed above state norms in all measures.

Parents feel welcome 7.6 (0.2 above state norm, 7.4). **Parents are informed 7.2** (0.6 above state norm, 6.6). **Parents support learning at home 7.2** (0.9 above state norm, 6.3). **School supports learning 7.6** (0.3 above state norm, 7.3). **School supports positive behaviour 8.3** (0.6 above state norm, 7.7). **Safety at school 7.7** (0.3 above state norm, 7.4). **Inclusive school 7.6** (0.9 above state norm 6.7).

The 'Tell Them From Me' Student Survey 2019 featured two hundred and twelve respondents (212) from Year 4, Year 5 & Year 6. Students were surveyed in regards to student outcomes, school climate and student engagement with results presented as percentages. Once again our student responses to the survey were significantly above the NSW Government norm for the majority of the measures. Some highlights include:

Student participation in school sports 91% (8% above state norm, 83%). **Student participation in extracurricular activities 61%** (6% above state norm, 55%). **Students with positive relationships 88%** (3% above state norm, 85%). **Students with positive behaviour at school 94%** (11% above state norm, 83%).

The 'Tell Them From Me' Teacher Survey 2019 (Focus on Learning) included data from twenty-two (22) respondents. Teachers were surveyed on the eight drivers of student learning, utilising a ten-point scale. Pleasingly, Carlton South Public School performed above or equal to the state norm in seven of the eight measures.

Leadership 7.1 (equal to state norm, 7.1). **Collaboration 7.9** (0.1 above state norm, 7.8). **Learning Culture 8.1** (0.1 above state norm, 8.0). **Data Informs Practice 7.8** (equal to state norm, 7.8). **Teaching Strategies 8.1** (0.2 above state norm, 7.9). **Technology 6.8** (0.1 above state norm, 6.7). **Inclusive School 8.3** (0.1 above state norm, 8.2). **Parent Involvement 6.7** (0.1 below state norm, 6.8).

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.