

Carrington Public School

2019 Annual Report



1518

Introduction

The Annual Report for 2019 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.

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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 117 students enrolled. This includes twenty-one students with Aboriginal or Torres Strait Island descent and sixteen students who have English as an additional language or dialect.

Carrington Public School has dedicated teachers consisting of five full time and two part time teachers. All teaching staff are classified as proficient against the NSW Teaching Standards. In 2019, additional staff consists of two school learning support officers, a part time school counsellor, a school administration 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

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 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

All students demonstrate expected growth in literacy and numeracy in external (NAPLAN) and school based assessments and data.

All teaching and learning programs reflect the development of future focused skills for all students.

At least 90% students, parents and staff report high levels of satisfaction with school wellbeing practices and overall school culture.

Progress towards achieving improvement measures

Process 1: Innovation

The development of an innovative learning environment based on authentic assessment with a focus on progress, future focused skills and the engagement of all learners.

Evaluation	Funds Expended (Resources)
<p>Our continued efforts to further embed future focused skills has seen a significant improvement in student engagement in the learning process. Our ongoing improvements to the Personalised Learning Plan process have seen improvements including explicit goal setting lessons and trialing a Goal Setting Booklet, which allowed staff hone in on the specific future directions students require to make further progress.</p> <p>Students have shown greater input to their learning goals this year. They have been actively sharing their learning goal successes with parent via the SeeSaw app, and have been taking home their completed star sheets to celebrate the occasion. Teachers are using the school Merit Award system to commend students that have attained their goals also.</p>	<p>Personalised Learning Plan meetings</p> <p>Professional Learning — staff training and planning time</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$5000.00)• Professional Learning (\$2000.00)

Process 2: Wellbeing

Implement a whole school approach to wellbeing with programs and practices that have clearly defined expectations and create a positive teaching and learning environment.

Evaluation	Funds Expended (Resources)
<p>This year saw improvements to our whole school approach to wellbeing. A student PBL committee has been formalised with over 70% of our student population striving to be selected as a class representative. This committee provides a critical student voice to our PBL team, influencing playground and schoolwide decisions.</p> <p>Results from the 2019 Tell Them From Me (TTFM) student survey found that 82% of our students have positive relationships with their peers and 94% of these students have positive behaviours at school. This is above the NSW Government School Norm and is an increase on the responses to the same questions in the 2017 TTFM survey.</p>	<p>PBL Resources – School and Community Funds \$5200</p>

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.

Improvement Measures

Teachers demonstrate the impact of Professional Learning on their practice and student outcomes.

High levels of student engagement and motivation.

Progress towards achieving improvement measures

Process 1: Professional Learning

High level PL to develop staff understanding of the individual needs of students including tracking of performance in literacy and numeracy and future focused pedagogy.

Evaluation	Funds Expended (Resources)
The expert delivery of the Writing Initiative professional learning has had significant impact on student tracking of performance in literacy and consistent teacher judgement (CTJ). Data analysis of teachers' judgements shows a significant improvement in consistency when grading vocabulary, with the deviation being reduced from seven categories in the first CTJ session, to two categories in the second. This upskilling of staff affords teachers the confidence to independently assess student work samples against the marking rubric, analyse students' results, and identify interventions and future teaching directions for their students using both English syllabus and Literacy Learning progressions.	Staff training, casual teacher relief, planning and collaborative programming. Funding Sources: <ul style="list-style-type: none">• Literacy and Numeracy (\$8000.00)

Process 2: Professional Growth

Build leadership and teacher capabilities by providing collaborative stage, whole school curriculum and inter-school sessions.

Develop explicit systems and structures which focus on the implementation of NESA syllabus documents.

Evaluation	Funds Expended (Resources)
The school supports all staff in their professional development and career aspirations through a coordinated whole school approach to developing professional practice. Opportunities to build capacity and a pipeline of future leaders is imperative for our small school. Teaching staff are committed to planning and facilitating a minimum of two professional learning sessions throughout the year; to share their professional learning with other teaching staff and build their leadership capabilities.	Staff training, casual teacher relief, programming and collaborative planning. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$4000.00)

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.

Improvement Measures

Improved school 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.

Progress towards achieving improvement measures

Process 1: Community Engagement

Enhance communication practices to enable school community to remain informed, contribute and share in school experiences.

Promote and encourage parent involvement in all aspects of school (classroom helpers, volunteering for P&C, school evaluation and planning).

Evaluation	Funds Expended (Resources)
Feedback from our community was sought after various school events including our Performing Arts Concert, Art Expression evening and the 'Back to School' parent workshop. This feedback from parents was positive, and affirmed they were seen as positive testaments to our school and its staff. The 'Partners in Learning' Parent Survey results provided insightful feedback from our parent body. Feedback from this specific survey indicates that our community has a higher satisfaction rate compared to the NSW Government primary school norms.	Staffing to support communications and office processes. Funding Sources: <ul style="list-style-type: none">• School Support Allocation (\$11668.00)• School and community funds (\$6000.00)• Consolidated funds (\$2000.00)

Process 2: Community Links

Strengthen links with the local management group (LMG) by engaging common programs which extend student and staff learning opportunities.

Improve preschool and high school transition programs.

Strengthen links with AECG through collaboration and consultation.

Evaluation	Funds Expended (Resources)
Staff attending several Newcastle Learning Community school professional development meetings and after school sessions. Strengthened links across the community of school, with staff working in stage based groups to collaborate on teaching units of work and consistent teacher judgement when assessing.	Kindergarten transition staffing and resources 6–7 Transition staffing and resources Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1150.00)• Socio-economic background (\$2000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Staffing, resources to support Aboriginal Education.</p> <p>\$7000 reserved for updating the Learning circle with new equipment and mural.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$21 813.00) 	<p>Aboriginal RAM Equity funds were spent to support our Aboriginal students in the school to achieve individualised academic success. Staff are supported to develop a greater understanding of Aboriginal culture and the knowledge to teach Aboriginal perspectives through targeted PL and by employing an SLSO to support staff and as a role model for students. Weekly didgeridoo lessons and Term 3 Art workshops enabled our students to connect with local Aboriginal artists and create pieces with cultural significance.</p>
English language proficiency	<p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$476.00) 	<p>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 engage with lessons in the absence of an EAL/D teacher.</p>
Low level adjustment for disability	<p>Staffing</p> <p>\$32015 LaST</p> <p>\$13143 SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$45 158.00) 	<p>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 were implemented to support student outcomes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	47	49	57	59
Girls	52	58	49	53

Student attendance profile

School				
Year	2016	2017	2018	2019
K	89.6	94.7	92.2	94.9
1	92	88.5	91	90.1
2	90.3	94.5	85.8	93.2
3	92.5	93.5	90.1	85
4	95.8	87.8	93	90.2
5	97	95.2	86.9	92.1
6	96.5	94.6	92.5	88.8
All Years	93.1	92.9	90.5	91.2
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
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

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	165,036
Revenue	1,232,059
Appropriation	1,164,324
Sale of Goods and Services	2,312
Grants and contributions	63,780
Investment income	1,642
Expenses	-1,277,486
Employee related	-1,042,974
Operating expenses	-234,513
Surplus / deficit for the year	-45,428

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	53,350
Equity Total	87,513
Equity - Aboriginal	21,813
Equity - Socio-economic	20,067
Equity - Language	476
Equity - Disability	45,158
Base Total	926,970
Base - Per Capita	24,872
Base - Location	0
Base - Other	902,098
Other Total	79,806
Grand Total	1,147,638

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.

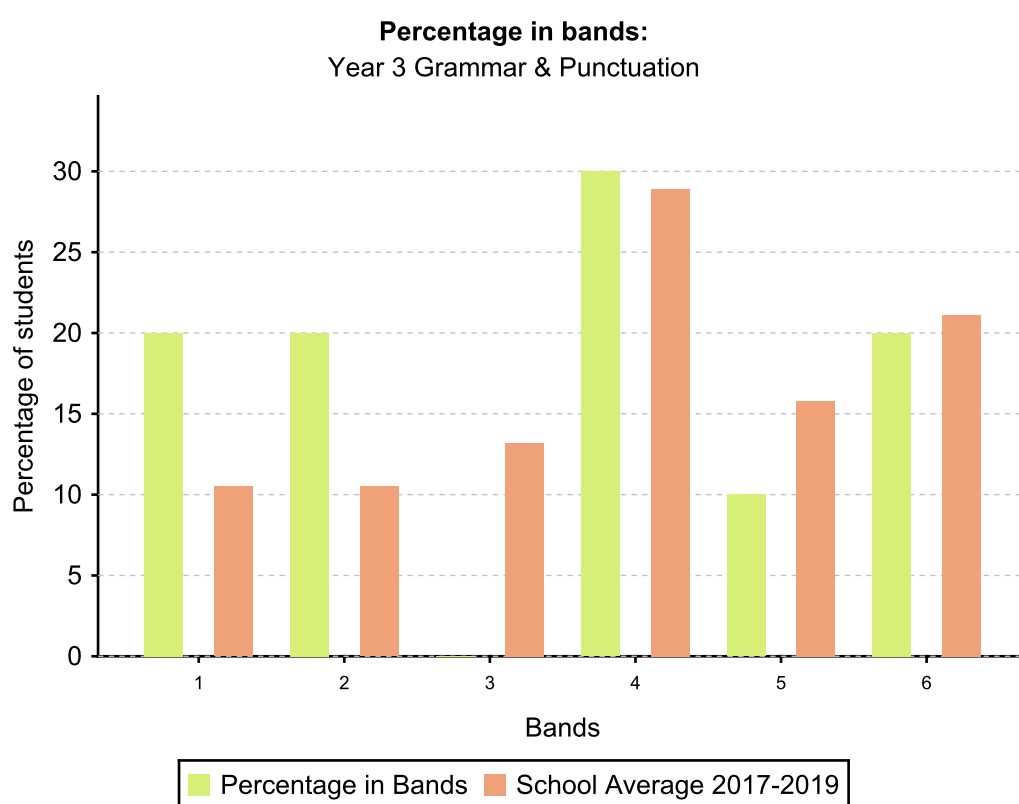
School performance - NAPLAN

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.

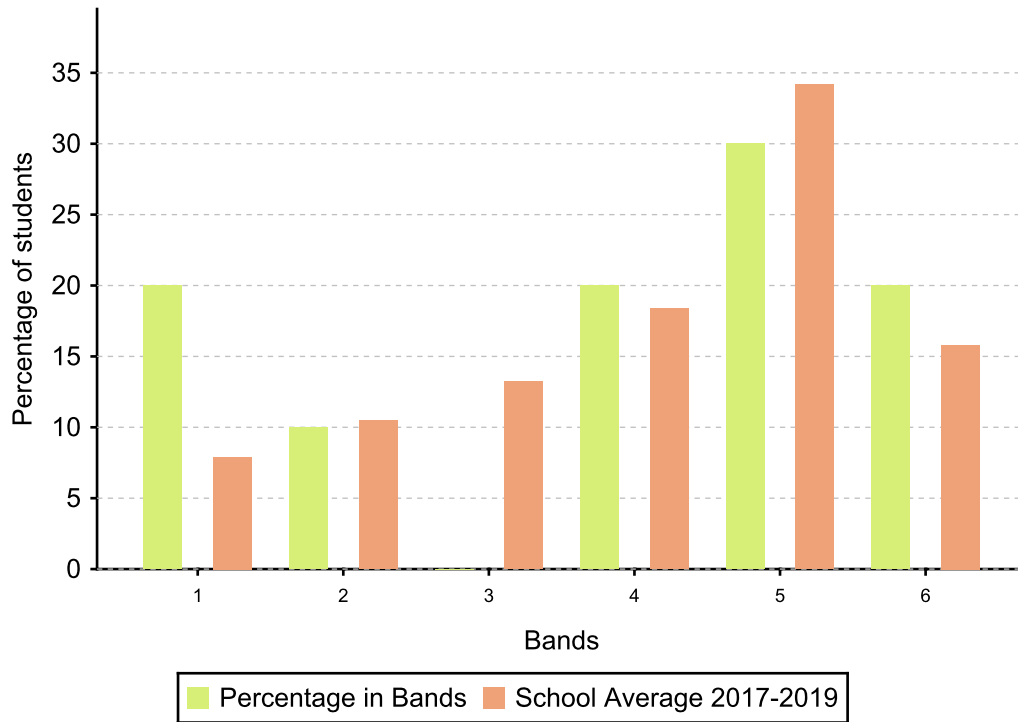
Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



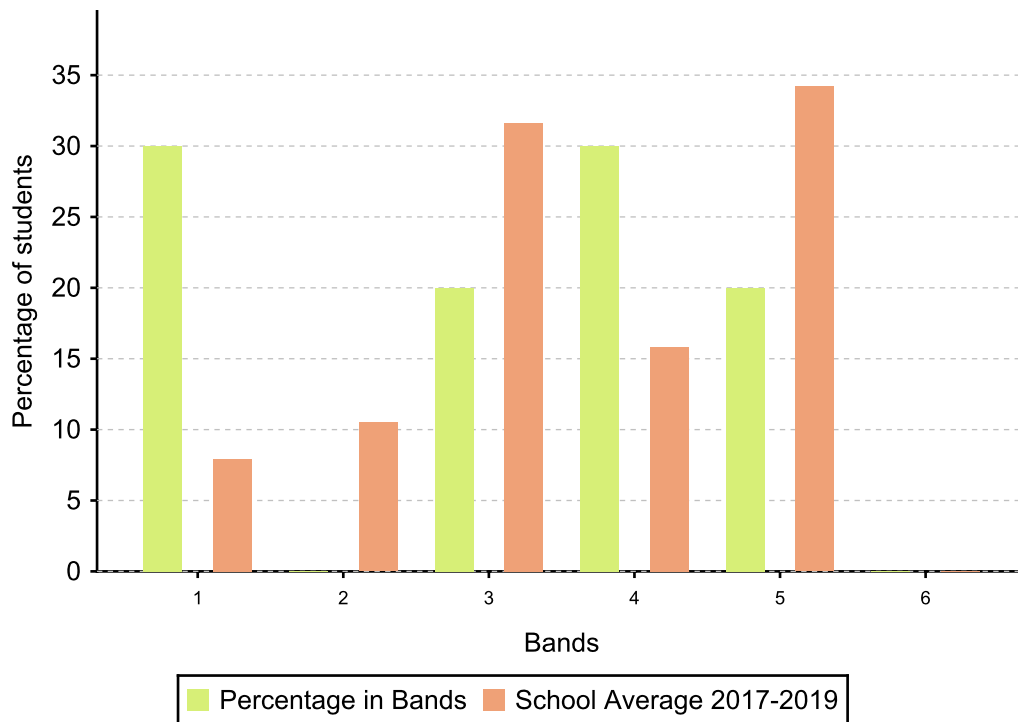
Band	1	2	3	4	5	6
Percentage of students	20.0	20.0	0.0	30.0	10.0	20.0
School avg 2017-2019	10.5	10.5	13.2	28.9	15.8	21.1

Percentage in bands:
Year 3 Spelling



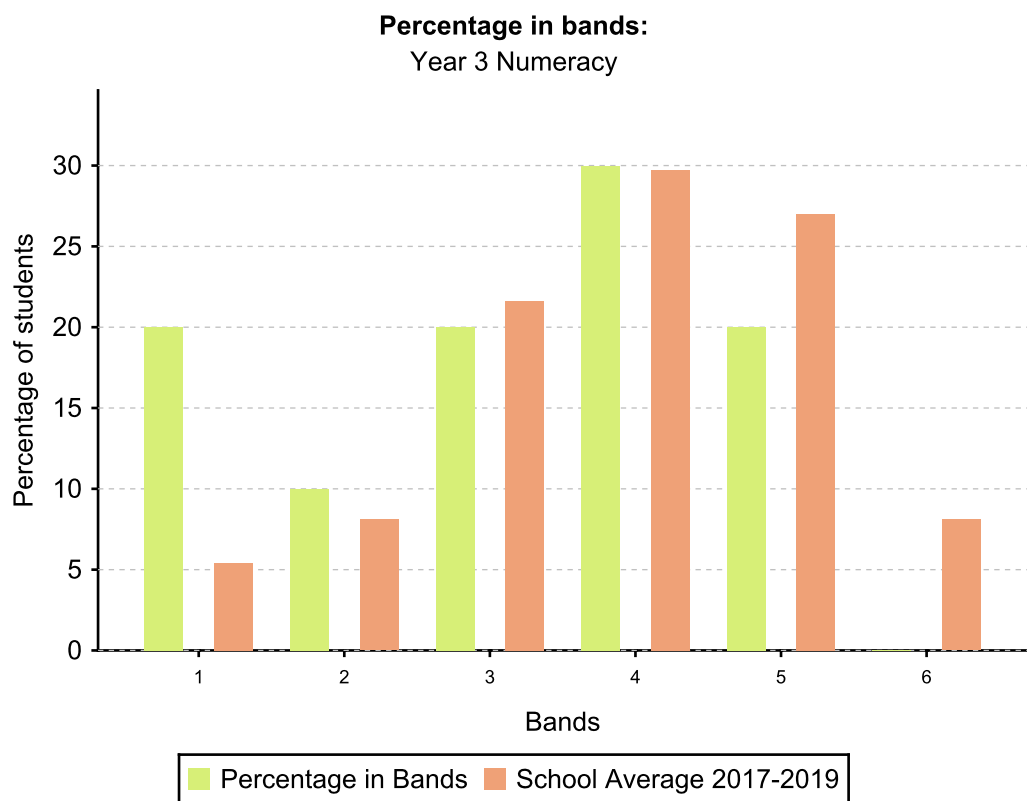
Band	1	2	3	4	5	6
Percentage of students	20.0	10.0	0.0	20.0	30.0	20.0
School avg 2017-2019	7.9	10.5	13.2	18.4	34.2	15.8

Percentage in bands:
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	30.0	0.0	20.0	30.0	20.0	0.0
School avg 2017-2019	7.9	10.5	31.6	15.8	34.2	0

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



Band	1	2	3	4	5	6
Percentage of students	20.0	10.0	20.0	30.0	20.0	0.0
School avg 2017-2019	5.4	8.1	21.6	29.7	27	8.1

Parent/caregiver, student, teacher satisfaction

Feedback was sought throughout 2019 from our parent and wider community via surveys, verbal feedback and through written invitations throughout the year.

The 'Partners in Learning' Parent Survey results provided insightful feedback from our parent body. Although there were not as many parent responses as desired, the feedback was important and acted upon. Thank you to the parents that completed this online survey. The feedback received is insightful and will help us to improve upon the great things that we already do at our school.

The results of this survey indicated that our school is performing better than New South Wales Government Norms (NSW Govt norm) in the following seven areas: Parents feel welcome; Inclusive School; Safety at school; School supports positive behaviour; School supports learning; Parents support learning at home and Parents are informed. Improvements, as identified during preparation for External Validation, to further enhance management processes and practices will improve our responsiveness to our school community's needs.

The school sought feedback from students via the Student Outcomes and School Climate survey from Tell them From Me. The results indicated that 67% of students reported a positive sense of belonging to school – this is 2% below NSW Govt norms. 91% (6% above NSW Govt norm) of respondents reported that school staff emphasise academic skills and hold high expectations for all students to succeed. 74% of respondents reported advocacy for our school which is 5% above NSW Govt norms.

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.