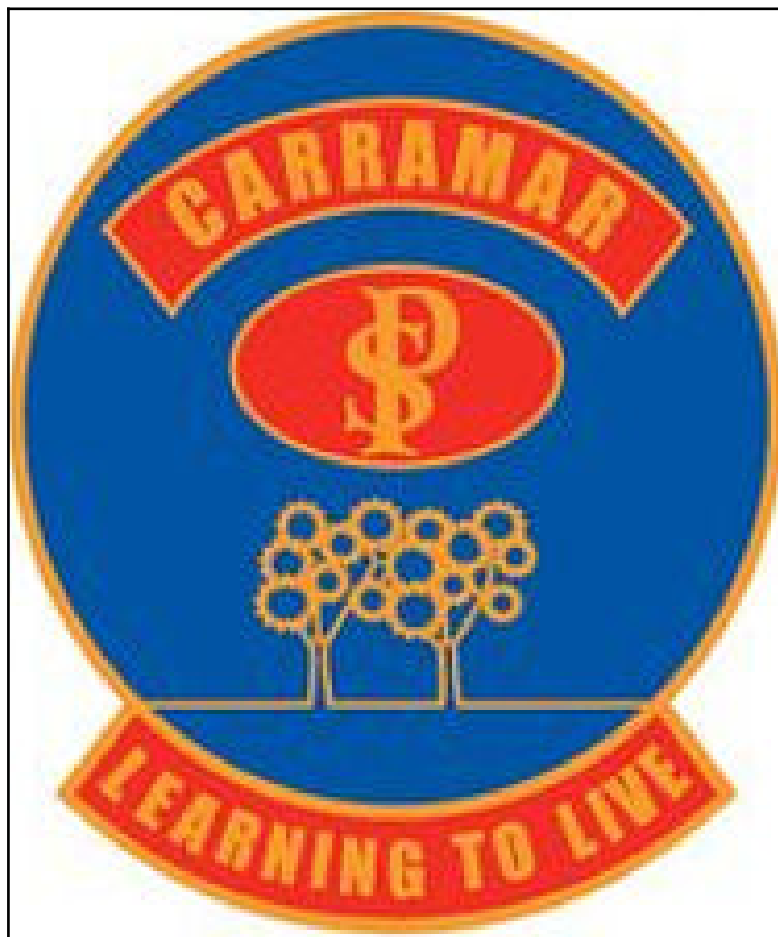


Carramar Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Carramar 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

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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 Auburn Network of schools and has an enrolment of 225 students.

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.

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 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

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	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	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

Independent, active and engaged learners.

Purpose

Improve student well being, behaviour and engagement in learning.

Improvement Measures

Improved student well being.

Increased student engagement in learning.

Increased percentage of students achieving in the top 3 bands in NAPLAN for Literacy and Numeracy.

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to improving student wellbeing, behaviour and engagement underpinned by the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
<p>Questions: Has there been an improvement in student well-being, behaviour and engagement?</p> <p>Have staff maintained a consistent whole school approach to improving student well-being, behaviour and engagement?</p> <p>Data: EBS4 Data, PBL Token Data, Tell Them From Me Survey</p> <p>Analysis: 69% of students indicated in the TTFM survey that the PBL values have improved the learning environment. Students are aware of minor and major classroom behaviours. Staff feedback indicates there has been an improvement in student well-being, behaviour and engagement with staff feeling supported with the introduction of clear expectations for managing student behaviour in the classroom and on the playground. 82.8% of students have an attendance rate of 90% or above.</p> <p>Implications: PBL Policy was developed to ensure there is a consistent approach to managing student well-being and behaviour. Students and parents were informed of the policy. Continue professional learning around PBL framework and use 2019 data to drive planning and focus for 2020.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$25000.00)

Process 2: Develop students' skills in communicating, collaborating, critical thinking and being creative to promote improved outcomes.

Evaluation	Funds Expended (Resources)
<p>Questions: Has there been an increase of students achieving in the top 2 bands?</p> <p>Data: NAPLAN Data</p> <p>Analysis: Year 3 Reading increase of 21.64%, Writing increase of 13.45% and Numeracy decrease of 0.9%. Year 5 Reading increase of 0.7%, Writing increase of 2.36% and Numeracy decrease of 0.4%. Overall growth for Year 3 and 5 students achieving in the top 2 bands for Literacy and Numeracy has increased by 6.74%.</p> <p>Implications: Difficulty comparing NAPLAN data from 2018 with 2019 due to the different cohorts of students. 2019 NAPLAN data analysed by IL Literacy/Numeracy to determine areas of focus for 2020.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• English language proficiency (\$2000.00)• English language proficiency (\$2000.00)

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.

Improvement Measures

Increase teacher capacity to design and deliver integrated English programs underpinned by the use of quality literature.

Increase teacher capacity to design and deliver quality mathematics programs focused on developing students mathematical proficiencies.

School processes are established to support teachers and are evident in teaching programs across K–6.

Progress towards achieving improvement measures

Process 1: Draw on research–informed strategies to design and deliver high quality mathematics programs with a strong focus on inquiry, exploring and connecting mathematical concepts, problem solving and reasoning.

Evaluation	Funds Expended (Resources)
<p>Results from NAPLAN 2019 show improvement in student learning outcomes for both the Year 3 and Year 5 cohort in numeracy.</p> <p>22% of Year 3 students achieved in the top two bands of numeracy. This is the highest percentage of Year 3 students we have had achieve bands 5 and 6, an increase of 10% on the previous year.</p> <p>In Year 5, 60% of students were 'proficient' in numeracy achieving in the middle two NAPLAN bands or higher. This is an increase of 17% on the previous year.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$4000.00)• Quality Teaching, Successful Students (QTSS) (\$3000.00)

Process 2: Draw on research–informed strategies to design and deliver balanced and integrated literacy programs with a strong focus on developing students' imaginative, creative, interpretive and critical thinking.

Evaluation	Funds Expended (Resources)
<p>Question: To what extent have the programs throughout the year impacted on teacher professional knowledge and skills to build exemplary classroom practitioners with a high level of professional expertise in the area of Understanding Text and Critical and Creative Thinking? Classroom programs show evidence of planning changing to include oral language activities/drama activities and reviewing strategies (exit slips) all programs that have been introduced this year. Teachers indicate through survey a deeper understanding of these innovative practices. PLAN 2 data shows that student learning is progressing in these areas and NAPLAN results indicate student growth in the area of Understanding Text. Data: Teacher surveys, professional dialogue, analysing student data from PLAN 2</p> <p>Teachers indicated through survey a deeper understanding of these innovative practices. PLAN 2 data shows that student learning is progressing in these areas and NAPLAN results indicate student growth in the area of Understanding Text. Analysis: Improvement and growth are evident in both teacher development and student learning, however teachers have indicated these are areas they would like to continue PL in and through analysis of NAPLAN we can see that our students need work in the areas of vocabulary</p>	<p>Human resources: instructional leader/s and interventionist</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$105000.00)

Progress towards achieving improvement measures

and sentence structure and oral language will help in these areas.
Implications: Plan and deliver PL that supports and builds on knowledge and skills in oral language, creative and critical thinking.

Process 3: Deliver relevant, collaborative and future focused professional learning for the New Science and Technology K–6 Syllabus for implementation in 2019.

Evaluation	Funds Expended (Resources)
Teacher evaluations indicated that teacher understanding and knowledge of the syllabus has occurred and resulted in the development and delivery of quality teaching episodes. Improving and enabling student outcomes to be achieved.	Purchase resources to support units of work across the grades. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$4000.00)

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.

Improvement Measures

Increased parent/carer engagement in opportunities to communicate student achievement and wellbeing.

Parents develop an understanding and awareness of how students learn and what processes in classrooms are occurring to develop this.

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to strengthening partnerships with parents/carers.

Evaluation	Funds Expended (Resources)
The PBL Launch was very well attended by parents and so gave them the opportunity to be informed about our new school reward system and to celebrate our achievements in student wellbeing so far this year. An informal student led conference was also held on this day with at least 50% of families visiting classrooms to be led through their child's personal and academic goals and achievements by the students themselves. 77% of parents surveyed in the TTFM survey indicated that they supported the implementation of PBL and that it had a positive impact on student behaviour, wellbeing and learning at the school. The TTFM staff survey indicated that teachers at our school scored above NSW state mean (School: 7.7, State: 6.8) for parent involvement as a driver of student learning and feel particularly confident in the following areas; working with parents to help solve problems interfering with their child's progress, sharing students' learning goals with their parents, using strategies to engage parents in their child's learning, regularly contacting the parents of students with special learning needs and sharing class expectations and student achievement.	CLO employed 3 days a week (Community Liaison Officer) Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$60000.00)

Process 2: Build the capacity of teachers, parents and students to engage in regular and meaningful communication centred around student learning.

Evaluation	Funds Expended (Resources)
Feedback from staff and students via school based questionnaires and the TTFM survey indicated that most students in Years 1–6 are increasingly confident when engaging in productive conversations around learning. Parents participation in three way conferences was close to 100% and their feedback indicated that this is a valuable method of reporting and sharing in student learning. The leadership team will consider holding three way conferences Term 1 2020 to allow for student led conferences later in the year. with the aim of building a partnership with parents and a shared responsibility for learning as early as possible. In 2020 the CLO, ILs and AP Learning Support and Wellbeing will be working more closely and strategically with the parent group, and in particular Kindergarten parents, to engage them in meaningful conversations around curriculum and supporting student learning. Parents indicated that Class Dojo and Facebook were preferred means of communication. We will build upon this in 2020 to ensure the school app is relevant and updated regularly with notifications to parents being pushed out consistently. Digital communication will also be further utilised to share wellbeing updates, particularly around PBL. AP Learning support will work more closely with CLO to strengthen partnerships and link staff and parents.	Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$10000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$4 500.00) 	Students were actively involved in a workshop to develop the school mural which the artist was contracted to complete.
English language proficiency	EALD teacher Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$65 000.00) 	EaLD students were supported with a combination of in-class support and withdrawal has enabled them to make progress and achieve desired outcomes as per the grade expectations.
Low level adjustment for disability	SLSOs Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$50 000.00) 	Identified students were supported with a combination of in-class support and withdrawal, this enabled them to make progress and achieve desired outcomes as per the grade expectations and in particular supported their wellbeing.
Quality Teaching, Successful Students (QTSS)	Development of systems to include the introduction of a new token system. Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$15 000.00) 	Monitoring of all things behaviour and discipline, in the classroom and playground with a focus on extending and expanding the school's PBL system occurred throughout the year. Student wellbeing has been a priority and data reflects an improvement in overall student behaviour.
Socio-economic background	CLO and funding to support programs Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$20 000.00) 	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.
Support for beginning teachers	Beginning teacher funds and human resources including Instructional Leaders and other leaders in the school who act as mentors. Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$15 000.00) 	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.
Targeted student support for refugees and new arrivals	Teaching staff including support staff. as well as teaching resources. Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$5 000.00) 	Students have been well supported to cater for their needs, especially targeting the areas of Literacy and Numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	121	113	114	113
Girls	128	112	113	116

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.1	93.1	92.1	90.6
1	92.7	90.4	92.1	89.3
2	93.3	91.9	92.6	91
3	94.8	92.3	91.9	92
4	95.1	93.7	91.7	90.2
5	94.7	93.1	94.3	91.8
6	93.8	92.1	92.7	92.6
All Years	93.9	92.4	92.5	91.1
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
Assistant Principal(s)	4
Classroom Teacher(s)	11.8
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	2.48

*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	818,631
Revenue	3,652,011
Appropriation	3,587,905
Sale of Goods and Services	11,614
Grants and contributions	48,032
Investment income	2,561
Other revenue	1,900
Expenses	-3,757,356
Employee related	-3,055,290
Operating expenses	-702,066
Surplus / deficit for the year	-105,345

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	56,315
Equity Total	646,594
Equity - Aboriginal	5,295
Equity - Socio-economic	365,579
Equity - Language	79,697
Equity - Disability	196,022
Base Total	1,814,372
Base - Per Capita	53,263
Base - Location	0
Base - Other	1,761,110
Other Total	927,984
Grand Total	3,445,265

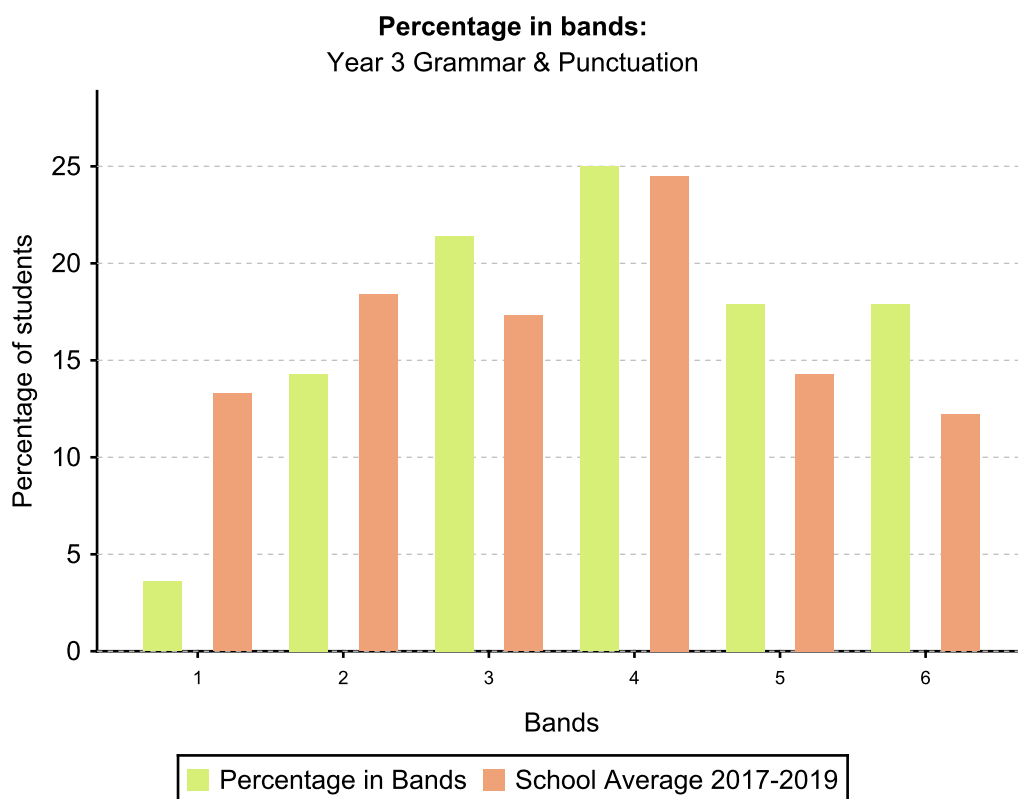
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School performance - NAPLAN

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.

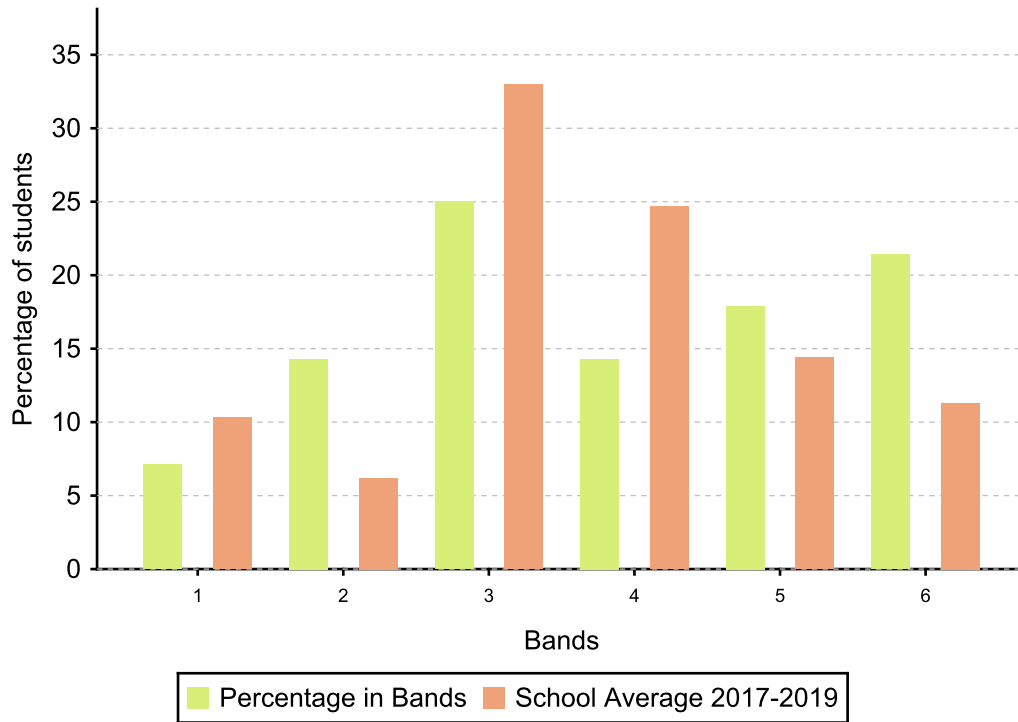
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



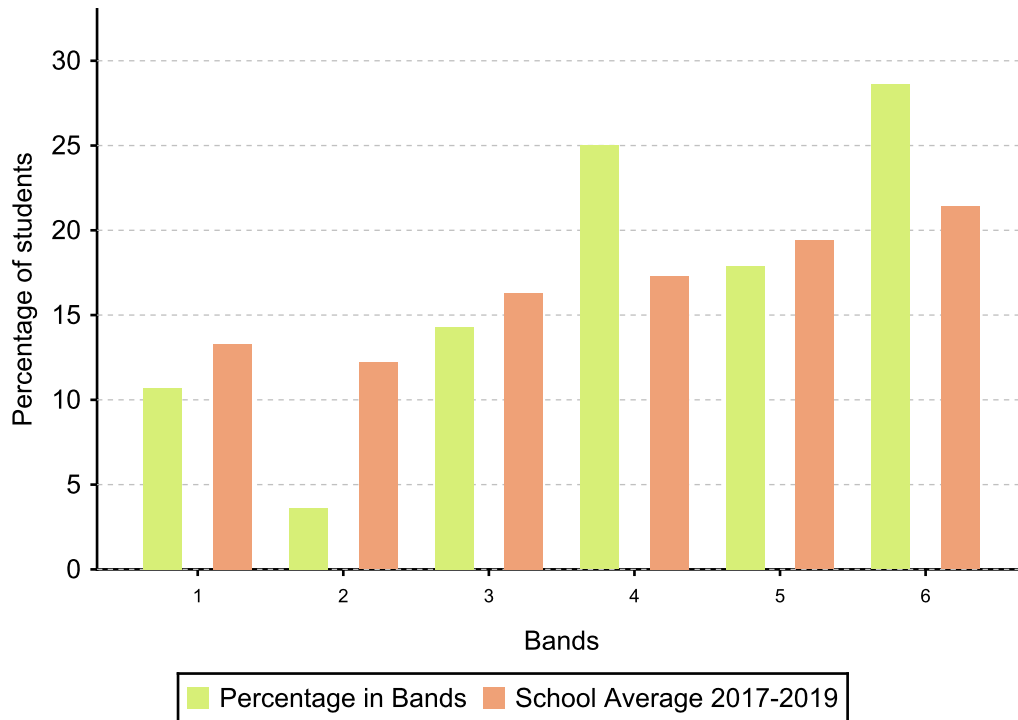
Band	1	2	3	4	5	6
Percentage of students	3.6	14.3	21.4	25.0	17.9	17.9
School avg -2019	13.3	18.4	17.3	24.5	14.3	12.2

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	7.1	14.3	25.0	14.3	17.9	21.4
School avg -2019	10.3	6.2	33	24.7	14.4	11.3

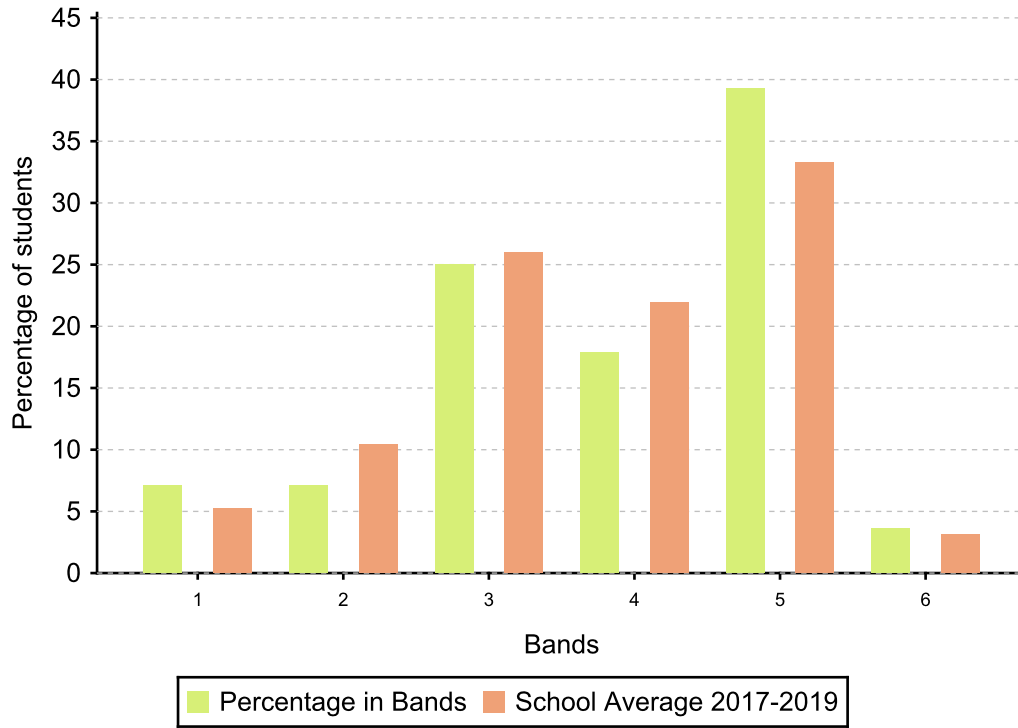
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	10.7	3.6	14.3	25.0	17.9	28.6
School avg -2019	13.3	12.2	16.3	17.3	19.4	21.4

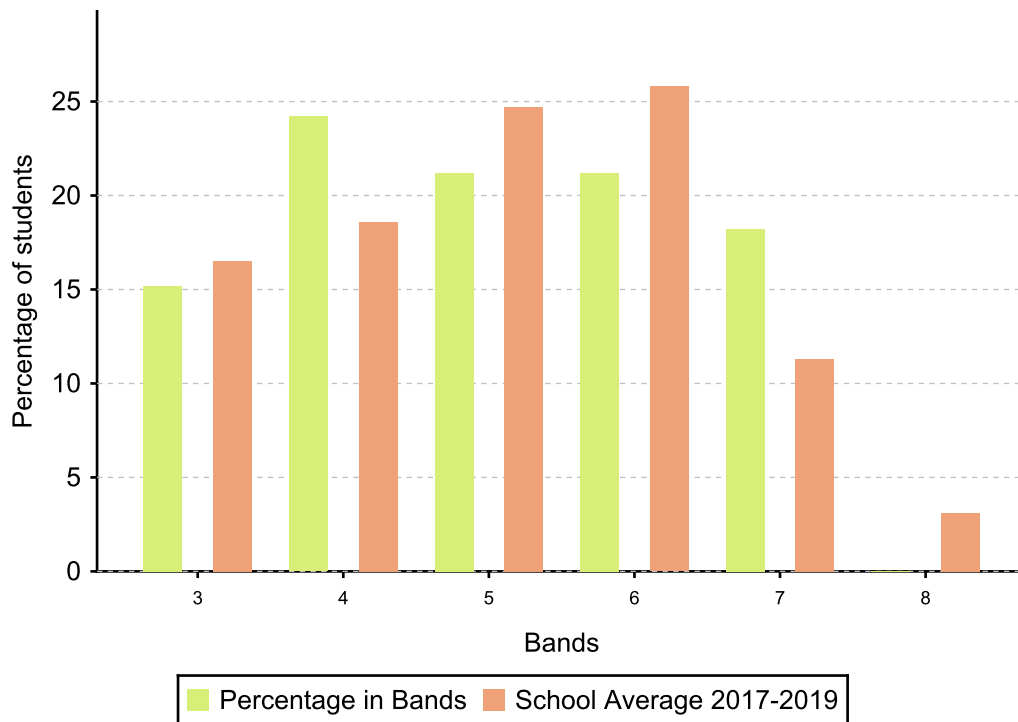
Percentage in bands:

Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	7.1	7.1	25.0	17.9	39.3	3.6
School avg -2019	5.2	10.4	26	21.9	33.3	3.1

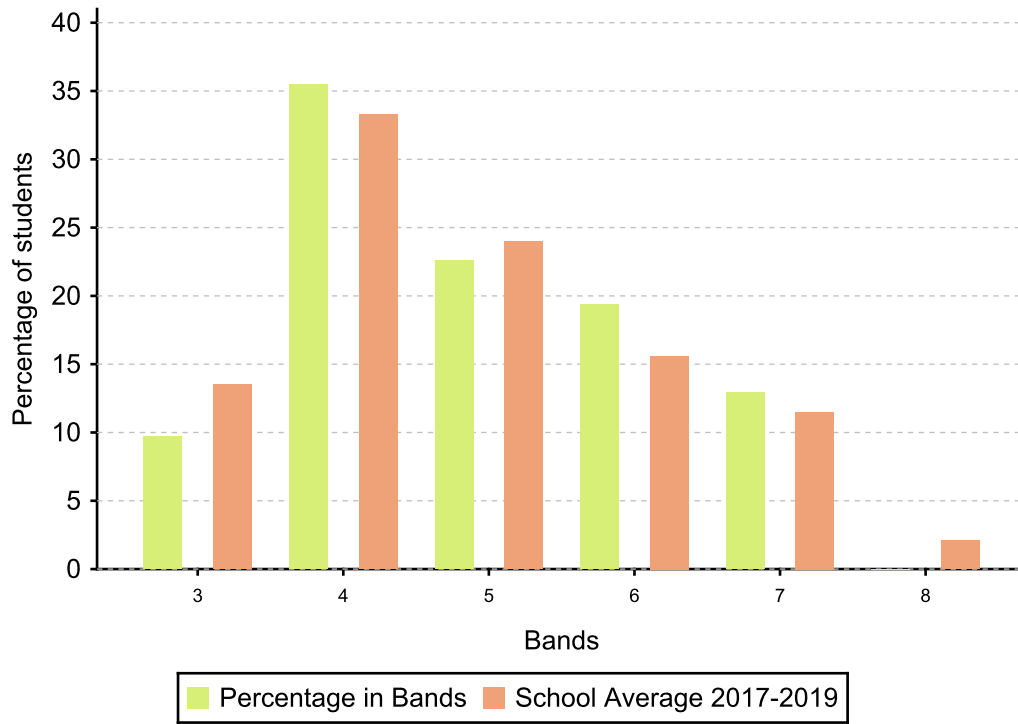
Percentage in bands: Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	15.2	24.2	21.2	21.2	18.2	0.0
School avg -2019	16.5	18.6	24.7	25.8	11.3	3.1

Percentage in bands:

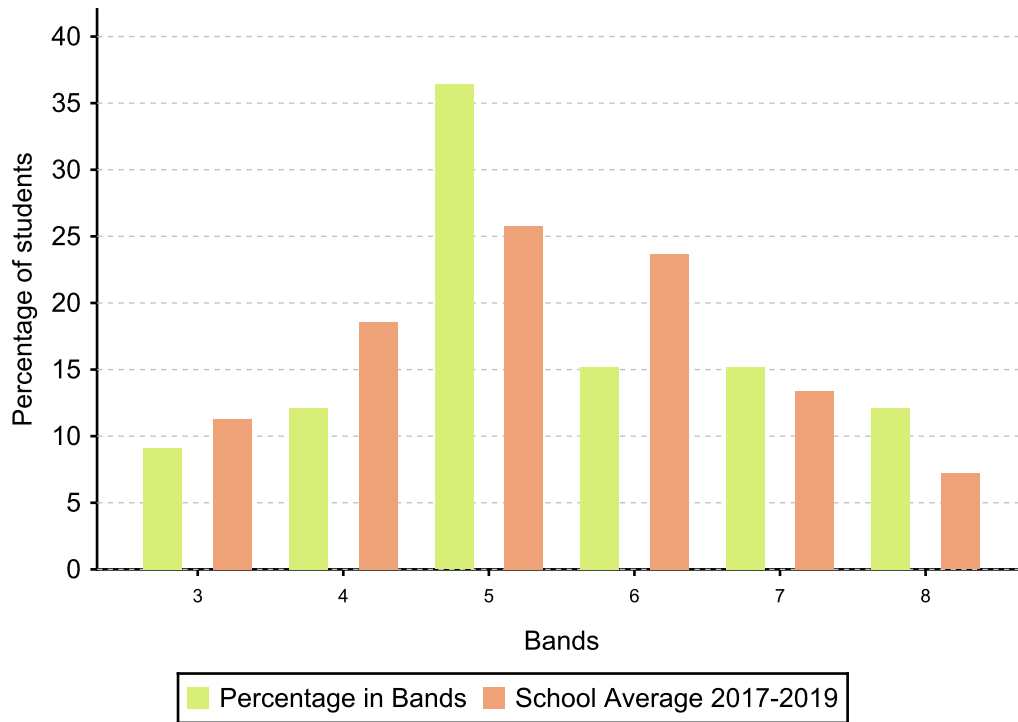
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	9.7	35.5	22.6	19.4	12.9	0.0
School avg -2019	13.5	33.3	24	15.6	11.5	2.1

Percentage in bands:

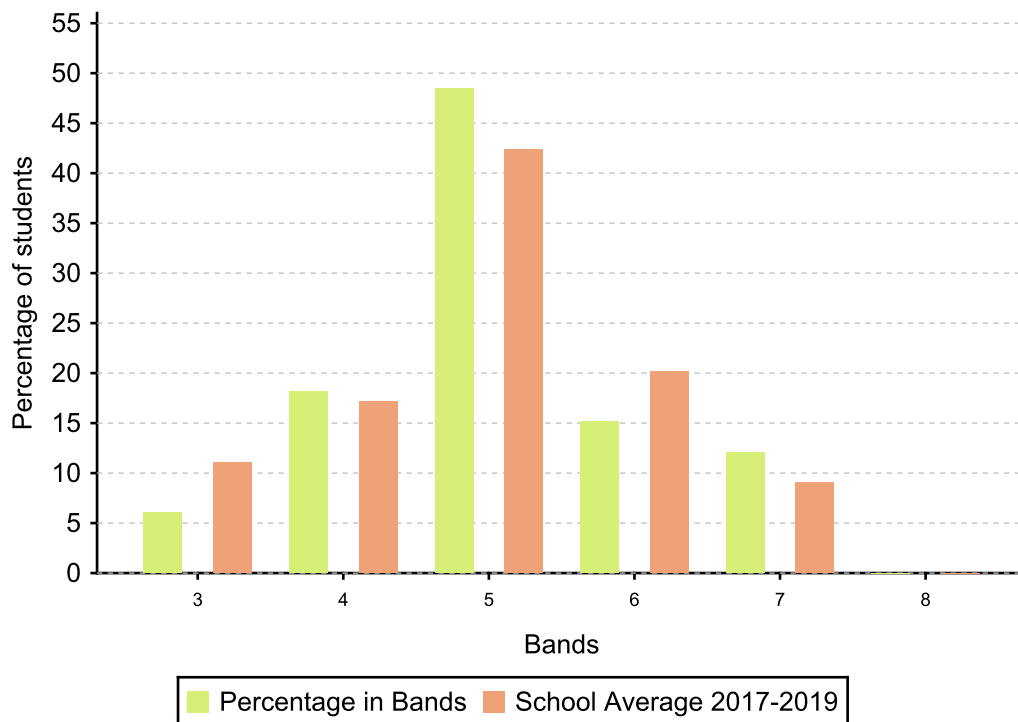
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	9.1	12.1	36.4	15.2	15.2	12.1
School avg -2019	11.3	18.6	25.8	23.7	13.4	7.2

Percentage in bands:

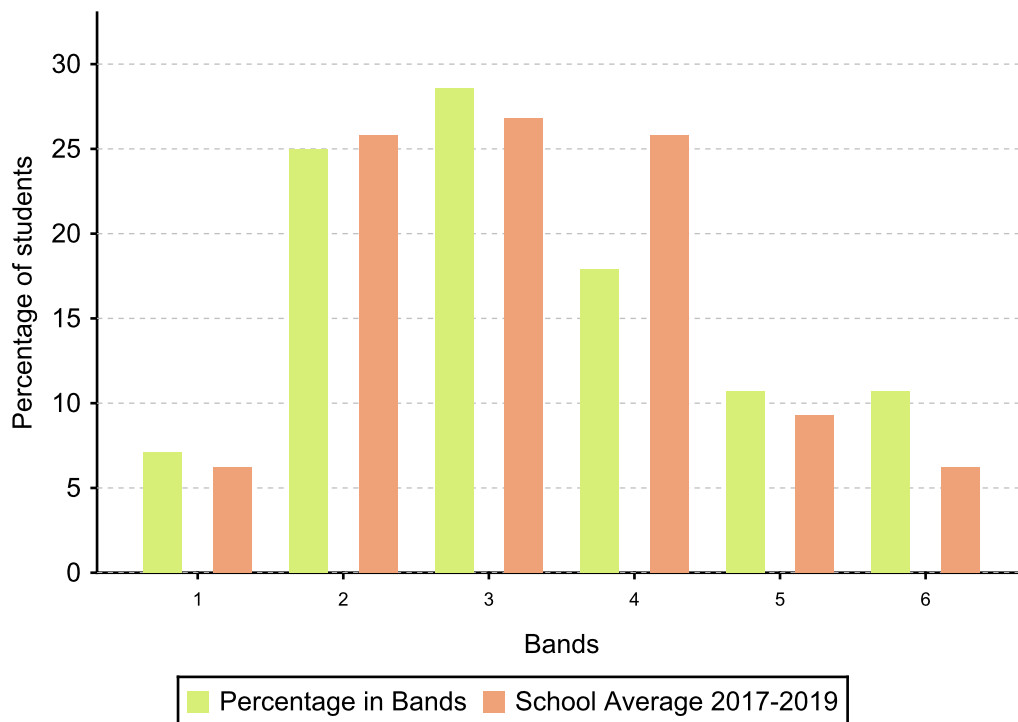
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	6.1	18.2	48.5	15.2	12.1	0.0
School avg -2019	11.1	17.2	42.4	20.2	9.1	0

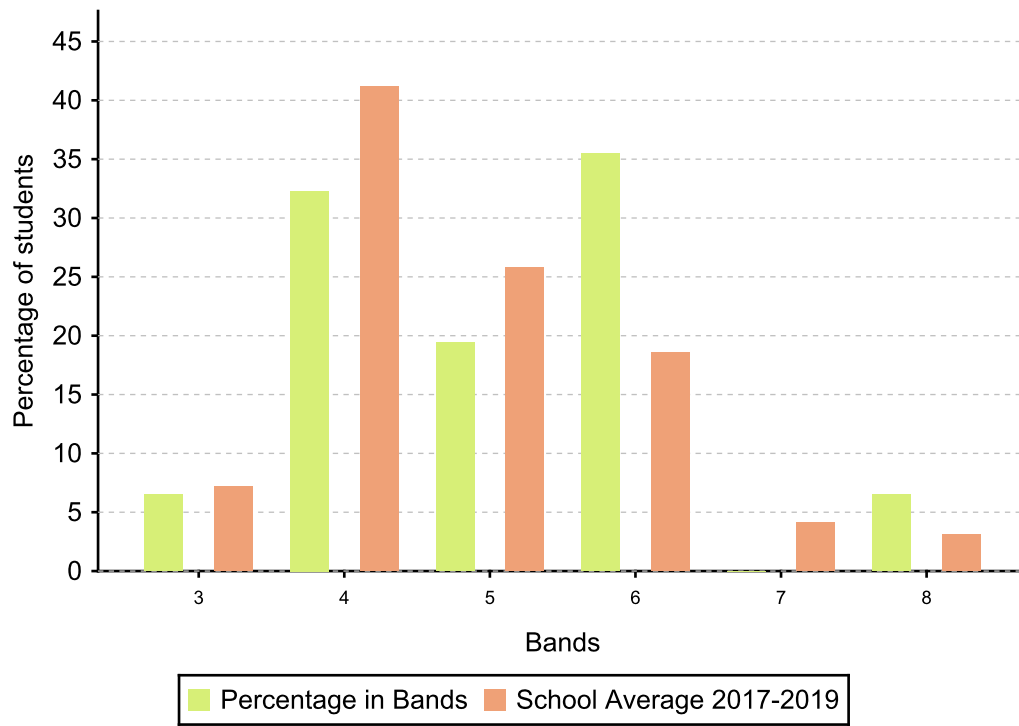
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	7.1	25.0	28.6	17.9	10.7	10.7
School avg -2019	6.2	25.8	26.8	25.8	9.3	6.2

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	6.5	32.3	19.4	35.5	0.0	6.5
School avg -2019	7.2	41.2	25.8	18.6	4.1	3.1

Parent/caregiver, student, teacher satisfaction

The Partners in Learning Parent Survey report 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 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.