

Carlingford Public School

2019 Annual Report



7302

Introduction

The Annual Report for 2019 is provided to the community of Carlingford 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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Message from the principal

Our school is a wonderful example of the strong and effective partnership between school and community. It is a school where all stakeholders work harmoniously and collaboratively to achieve the best possible outcomes for every child.

The school continues to enjoy a well deserved reputation for academic achievement, obtaining outstanding NAPLAN results, performing well above state, regional, similar and surrounding schools in Literacy and Numeracy.

We have a well balanced mix of highly experienced and recently appointed teaching staff who work tirelessly for their students. Our quality, well balanced curriculum focuses on providing challenging learning programs that promote high achievement in all areas for all students. In addition to highly successful literacy and numeracy programs, the school boasts a strong reputation in the creative and performing arts, digital technologies and sport.

Carlingford Public School values respect, responsibility, honesty and students striving to achieve their personal best. We actively celebrate these values and student success in a wide array of forums and means of communication. This year our school embarked on it's 'Positive Behaviour for Learning' (PBL) journey. The foundation of PBL at Carlingford Public School are built around the three central themes of students being considerate, persistent and safe.

2019 saw the continuation of our 2018 – 20 School Plan, with our school vision of 'Equity and Excellence for all students'. Our vision statement translates into a school providing a safe, respectful and supportive environment, with every student reaching their potential through active and engaged learning. Students become lifelong learners, able to apply their knowledge, skills and understanding, to solve problems and respond appropriately in new and unfamiliar situations.

The three strategic directions driving our school plan are;

1. Engaging Personalised Learning
2. Future Focused Learning
3. Whole School Wellbeing

Projects associated with each strategic direction and their progress are outlined in further detail elsewhere in the Annual School Report.

2019 saw the commencement of a major upgrade of facilities, with a three storey building comprising of a hall, twenty classrooms and shared learning spaces being presented to the Carlingford Public School community. Many planning meetings were held with project managers, school executive, teaching staff and community representatives to ensure delivery of a product that ensures 'state of the art' future focused learning facilities that foster best pedagogical practice. The project was completed in December, with occupation of the building occurring in Term 1, 2020.

Along with outstanding academic results, our students excelled in many areas throughout 2019. On the sporting field our

school took out first place in Zone Swimming, Cross Country and Athletics carnivals with many of our PSSA teams being crowned Zone Premiers.

Our Dance program produced wonderful results with our Junior, 3 / 4 and Senior dance groups taking out first, second and third placings at the highly prestigious Ryde Eisteddfod and the Hills Dance Spectacular.

The Parents and Citizens' Association has been a great support to our students and staff throughout 2019. The P&C have worked tirelessly to raise money for the school, providing resources and opportunities for our students to improve learning outcomes. Funds from fundraising and P&C Donations went towards expanding the school technology program, upgrading library furniture and shelving, shade shelters, new musical instruments and student travel to representative events. A review of major projects is planned for 2020 with extensive playground upgrades being planned. The school community is very grateful for their generous hospitality at many social occasions creating such a welcoming environment for our school community. The P&C is a wonderful asset our school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development. It is with great pleasure and pride that I present the Carlingford Public School 2019 Annual School Report.

Neil Hinton – Principal

Message from the students

The students at Carlingford Public School are represented and supported by our Student Leadership Team, consisting of the Student Representative Council (SRC), run by Mrs Murray and Miss Pires, and the Prefects, supported by Miss Pires. The Prefects and Student Representative Council (SRC) had a great year raising money and awareness for various charities in our community and organising fun events. The SRC and Prefects had meetings to discuss the charities and events they would like the school to support. We spent many hours making posters, brainstorming ideas and organising the SRC reports and messages to be presented at assemblies.

This year, the Prefects continued to attend the series of Leadership Days organised within our Cumberland Community of Schools. This allowed us to work on leadership, teamwork, creative thinking and problem solving.

We have continued to run 3 – 6 assemblies. This gave us the opportunity to write and deliver school reports, make announcements and assist in the behind the scenes set up of assemblies.

Our Leadership Team supported a number of charities during the year, including a fantastic fundraiser to support the koalas impacted by the recent bushfires.

As part of the school's ongoing commitment to leadership, we once again invited ex-students, including Prefects and SRC Representatives, to return to our school for a day and provide advice and guidance to our year 6 students entering high school in 2020. This allowed high school students in the local community the opportunity to continue developing their leadership skills, while modelling to our own students the value of young leaders in our community.

In an effort to expand our community impact, the SRC worked with representatives from Parramatta Council in their design on a local park, Edwin Ross Reserve. This allowed our leaders a unique opportunity to share their own ideas and suggestions for the redevelopment of the park, which is due for completion in 2020.

Our Leadership Team were a hardworking group of students who gave up their time to make the school a better place and give all children a voice within the school. Every child was encouraged to participate in the events organised by the SRC and to make the school a safe, happy and fun place to be.

Our 2019 Leadership Team were:

Prefects: Sofia Beltran-Cattanach, Tony Guan, Amanda Khor, Riley McKenzie, Finn Parlevliet, Zoe Stephens

Coordinator: Miss Pires

SRC: Henry Byrne (2J), Samantha Mendis (2E), Chiara Sultana (2K), Haowen Mei (2P), Anousheh Almas (2T), Inga Rose (1/2G), David Xu (3J), Clovis Chan (3L), Sarra Clowes (3N), Neo Parlevliet (3E), Jennifer Ott (4E), Sophie Yi (4B), Myra Goyal (4M), Klara Rose (4O), Jessica Scmitt (5K), Arabhi Amit (6K), Stephanie Lui (5M), Josi Saputro (6M), Sherine Pow (5N), Rishi Vempati (6N), Bianca Wang (5P), Cynthia Pan (6P), Dane Milhuisen (5R) Suvin Nath (6R), Zoe Sua (5W) Ujwal Ajaguttu (6W), Ksenia Malahoff (5Y), Avni Kumar (6Y)

Coordinator: Mrs Murray and Miss Pires

School background

School vision statement

Equity and Excellence' for all students

Our school will provide a safe, respectful and supportive environment where every student will reach their potential through active and engaged learning. Our students will become lifelong learners who are able to apply their knowledge, skills and understanding, to solve problems and respond appropriately in new and unfamiliar situations.

School context

Carlingford Public School is a school with more than 130 years of history and tradition in providing quality education to the children from the Carlingford and surrounding districts of North Western Sydney.

Carlingford is a caring, community school that provides outstanding personal development and self-esteem programs, comprehensive student welfare policies and holding high expectations of all students. The core business of the school is to ensure that learning outcomes are maximized for all students, achieved in a stimulating safe and happy environment.

Our school currently has 785 students distributed across 31 classes. Students come from a diverse population with 89% from a non – English speaking background. Between these students, 50 language speaking backgrounds are represented, the five highest being Mandarin, Cantonese, Korean, Sinhalese and Urdu.

School enrolment numbers are expected to increase in the next few years as there are a large number of medium density housing projects being constructed in close proximity to the school.

In 2019 the State Government funded \$20 million facility upgrade was completed, delivering a three storey building comprising of a hall, twenty classrooms and shared learning spaces. Teaching and Learning commenced in our new facility in Term 1, 2020. At the commencement of 2020, the Administration building will be refurbished, with completion due by Term 2.

Carlingford Public School has a highly dedicated staff that consistently focuses on providing quality educational programs. Excellence is promoted across all areas of the curriculum and emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students.

The school is a member of the Cumberland Community Connections (CCC) Learning Community and participates in professional learning activities, designed to enhance teacher and leadership capacity and strengthen student outcomes.

We enjoy a very supportive community, with parents being actively involved in their children's education and the schools' planning process. Our P&C provides strong support to the students and staff.

The school is committed to continuous improvement in teaching and learning.

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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Engaging, Personalised Learning

Purpose

Teachers will effectively implement quality teaching practices to deliver a challenging, differentiated and engaging curriculum for all students.

Improvement Measures

All students demonstrating expected growth in literacy and numeracy against the learning progressions.

100% of teachers communicating Learning Intentions and Success Criteria of lessons to students.

Classroom programs indicating that 100% of teachers are employing systematic assessment practices and using the data to initiate student growth.

Overall summary of progress

Kindergarten teachers participated in Professional Learning to use the Literacy and Numeracy progressions to monitor student growth. Kindergarten teachers tracked and recorded observations of student performance against specific subelements across both Literacy and Numeracy.

Learning Intentions and Success Criteria (LISC) are consistently embedded across all stage programs in English and Mathematics. LISC are usually evident in programming across the other Key Learning Areas.

Classroom teachers have begun to utilise a range formative assessment practices to guide teaching and learning programs. Classroom teachers also utilise anecdotal notes as a formative assessment strategy.

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to student assessment and goal setting underpinned by use of reflective feedback.

Evaluation	Funds Expended (Resources)
Stage teams of teachers developed goal setting proformas to use with students to identify and track individual learning goals. All students from Kindergarten to Year 6 set individual goals with their classroom teachers and discussed their goals in a formal student, parent, teacher interview at the end of term 1. Classroom teachers continued to work with students to monitor, adjust and set new learning goals. Student achievement of goals was celebrated.	\$5,000 – casual teacher salaries to facilitate planning and delivering 3 way interviews.

Process 2: Utilise Learning Progressions and Bump it Up Walls to implement high quality differentiated teaching and learning practices.

Evaluation	Funds Expended (Resources)
All staff gained knowledge of the Literacy and Numeracy Progressions through their participation in professional development. The Kindergarten teachers used Best Start and Plan 2 to track and record observations of student growth across chosen subelements in Literacy and Numeracy. The establishment of Bump it Up Walls against the Literacy and Numeracy progressions are yet to be developed across the school as the school has employed a gradual roll out of using the progression to monitor student growth.	\$3,000 – casual salaries – teacher professional development

Next Steps

Kindergarten and Year 1 staff will track student growth against the Literacy and Numeracy progressions in 2020. This will build on the observational data collected in Kindergarten for the Year 1 cohort. The same subelements will continue to be tracked.

All teaching staff will engage with Corwin Visible Learning professional development to develop systematic formative assessment practices across all stages and key learning areas. Strong school wide systems and process will support the use of formative assessment to guide teaching and learning programs, and to monitor student growth.

Strategic Direction 2

Future Focused Learning

Purpose

Students will engage in purposeful, real-world projects, that foster critical and creative inquiry capabilities within flexible learning spaces.

Improvement Measures

100% of teachers have evidence of critical and creative thinking initiatives in their programs.

100% of teachers have flexible learning spaces established in their classrooms that embed evidence based pedagogies.

Progress towards achieving improvement measures

Process 1: Students will engage in purposeful, real world learning across key learning areas, utilising critical and creative thinking skills.

Evaluation	Funds Expended (Resources)
Students across the school have engaged in projects in response to 'real world' problems, through the Science and Technology and Human Society and It's Environment (History and Geography) curriculum. This involved use of Makers Empire software and 3D printing, and student designs were shared with other schools through a Makers Empire showcase.	\$5, 000 for training and printers.

Process 2: Staff draw on research to develop and implement high quality professional learning in future focused pedagogies.

Evaluation	Funds Expended (Resources)
Student's design and inquiry work demonstrates an understanding of Critical and Creative Thinking (CCT) skills, facilitated through use of the Design and Inquiry Hats, as evidenced in student reflections and final products. A combination of Learning Modes are evidenced in classrooms and learning spaces around the school, and reflected in teaching and learning programs, allowing students to successfully demonstrate CCT skills.	

Process 3: Staff utilise digital technologies and physical resources including furniture to develop and enhance flexible learning spaces.

Evaluation	Funds Expended (Resources)
All learning spaces in the new building are fitted out with agile furniture combinations to support flexible use of spaces once the building opens to start 2020. All Year 1 classrooms and 2 Kindergarten classrooms are furnished with agile furniture pieces, supporting student collaboration and the flexible use of spaces. Furniture for the remaining 4 Kindergarten classrooms has been ordered. Expected delivery late in Term 4 has been delayed. New expected delivery date Friday 31 January, 2020.	\$80 000

Next Steps

In order to support Future Focused Learning at Carlingford Public School, in 2020:

- Staff will engage in further professional learning to enhance understanding of effective project based learning and fostering critical and creative thinking skills. All teaching staff are registered for Design Thinking professional learning through Minds Wide Open, to be delivered in after school sessions. This will include practical tasks between sessions, that will support the development of project based learning tasks across Kindergarten – Year 6.
- Instructional leadership around the authentic integration of information and communication technologies (ICT) will continue
- Staff will continue to engage in collaborative reflection around use of resources in teaching and learning spaces, including furniture, ICT and human resources.

Strategic Direction 3

Whole School Wellbeing

Purpose

All stakeholders will uphold consistent expectations that develop students resilience, self-esteem and aspirational growth.

Improvement Measures

All stakeholders have had an opportunity to evaluate school practices, procedures and priorities that support student wellbeing.

All students are active participants in school wide initiatives that increase resilience and self-esteem and, promote aspirational growth.

100% of staff have consistent expectations, follow procedures and consequences of the updated school wellbeing policy.

Progress towards achieving improvement measures

Process 1: Develop a culture of high expectations through clear expectations that drive school based wellbeing initiatives and develop a framework that increases accountability.

Evaluation	Funds Expended (Resources)
<p>A teacher managed and executive managed flow chart with expectations has been implemented across K–6 classes. An executive flow chart has been set up to ensure all executive members are addressing behavioural matters consistently.</p> <p>Carlo's and Class Carlo's continue to be handed out regularly to promote and reward appropriate behaviour in the various learning spaces.</p> <p>New signage has been placed around the school to promote the school wide expectations for the whole school community.</p> <p>The team created behaviour expectations for new build and set up lessons for the teachers to complete with the students to introduce them to the new learning environment, remind them of the current expectations and set up new expectations. This has created a consistent expectation for all students to use the learning environment appropriately and effectively.</p> <p>Staff have been providing feedback during stage meeting regarding PBL issues and concerns. these are then addressed at PBL meetings and passed through the executive team for approval. Additional team members have joined. There are now multiple members per grade across the school.</p> <p>PL sessions held around student well being and ways to promote and enhance resilience.</p>	<p>Signage = \$10,000</p> <p>Staff PL and feedback</p> <p>PBL planning (casuals) \$5,000</p> <p>Invite additional members</p> <p>Resilience texts x 2 = \$120</p>

Next Steps

Supporting student and family resilience, self-esteem and wellbeing suitable to an online learning format that can be implemented at home or at school.

Supporting student wellbeing when transitioning back into on site schooling and adjusting to school wide practices and procedures.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2695	2019 saw the establishment of an Aboriginal Education committee to support the delivery of Aboriginal Education across all year levels. The committee was responsible for organising a whole school incursion to recognise NAIDOC week. A yarning circle mat was purchased to support the facilitation of Aboriginal and Torres Strait Islander histories and cultures cross curriculum priorities. The committee also lead the implementation of Indigenous games in Stage support sessions. All Aboriginal and Torres Strait Islander students were supported with the development and implementation of Personalised Learning Pathways.
English language proficiency	\$362,834. The majority of these funds were used to employ 3 full time EAL/D teachers.	<p>The EAL/D team have supported staff and students in transitioning to the new building as part of the EAL/D lead project through the development of a cooperative teaching model. The EAL/D team targeted teachers across all year levels to support the development of collaborative programming.</p> <p>Feedback from staff that trialled electronic progressions this year supports the use of hard copy EAL/D progressions due to efficiency and ease of use. This will be the model implemented/continued in 2020.</p> <p>Parent seminars have been organised for the start of 2020 and staff training regarding the EAL/D phases on reports.</p>
Low level adjustment for disability	\$88,196	Funding was used to employ a Learning and Support Teacher (LAST) three days per week. The LAST worked with students across the school requiring additional support in literacy and numeracy. SLSO were also employed to support students with additional needs in literacy and numeracy.
Quality Teaching, Successful Students (QTSS)	\$124,964	QTSS funding was used to release three Assistant Principal's off class one day per week throughout the year. Assistant Principals used this release from face to face teaching day to mentor and support teams of teachers, plan and deliver Professional Learning, and manage stage and whole school based responsibilities including Strategic Directions.
Socio-economic background	\$15,001	Funds were used to provide time for teachers to collaboratively plan and implement Individualised Learning Plans for targeted students. Funds were also used to assist families requiring financial assistance for educational expense including uniforms and school activities.
Support for beginning teachers	\$50, 928	Beginning Teachers Support Funding is provided to schools to support the early career teacher's induction and professional development guided by the Australian Professional Standards for Teachers. 2019 saw 12 staff members undertake the UNSW

<p>Support for beginning teachers</p>	<p>\$50, 928</p>	<p>Coaching and Mentoring training program to support early career and pre-service teachers. The establishment of a professional learning community across greater Sydney commenced in 2019. Termly professional learning days were led by the Deputy Principals, covering a range of topics including Accreditation, English and Setting up for success. Systematic timetabled mentoring structures and collaborative practices support beginning teachers within the school. Early career teachers also had access to additional professional learning that focused on curriculum development and supporting students with additional needs.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$2,102 Refugee Student Support \$155,440 New Arrivals Funding</p>	<p>All staff in 2019 participated in the Teaching English Language Learners (TELL) professional development course to further support the teaching of all English as an additional language or dialect students. The school facilitated student, parent, teacher interpreter conferences to discuss student learning goals. In consultation with refugee support leader the school secured volunteer support to facilitate the Mercy Connect Sydney program at Carlingford PS. This assisted the students with additional literacy and numeracy support during class time. The school also worked with after school activity providers to facilitate enrolment of refugee students into available programs, including Soccer and Taekwondo.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	259	344	366	401
Girls	245	301	351	383

Student attendance profile

School				
Year	2016	2017	2018	2019
K	97	96	94.4	94.1
1	95.6	94.7	95	93.3
2	96.3	95.8	94.1	93.6
3	96.6	95.8	95.4	94.5
4	96.3	96.7	95.7	93.7
5	97.8	96.1	93.6	95.5
6	93.4	96.2	94.7	94.1
All Years	96.2	95.9	94.7	94.1
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	29.86
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	3.4
School Counsellor	1
School Administration and Support Staff	4.67

*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	1,008,915
Revenue	7,095,250
Appropriation	6,475,574
Sale of Goods and Services	11,049
Grants and contributions	574,113
Investment income	9,470
Other revenue	25,045
Expenses	-6,856,926
Employee related	-5,921,271
Operating expenses	-935,655
Surplus / deficit for the year	238,324

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	80,557
Equity Total	522,382
Equity - Aboriginal	2,695
Equity - Socio-economic	15,001
Equity - Language	406,640
Equity - Disability	98,046
Base Total	5,156,111
Base - Per Capita	168,236
Base - Location	0
Base - Other	4,987,875
Other Total	444,184
Grand Total	6,203,233

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

'TELL THEM FROM ME' STUDENT SATISFACTION SURVEY

Students in Years 4 – 6 (236 in total) participated in the Department of Education supported 'Tell them from Me' survey which measures 20 indicators of school and classroom effectiveness based on the most recent research.

For 'social – emotional' outcomes, Carlingford students rated significantly higher than the state norm in measures of; a high sense of belonging, positive relationships, valuing school outcomes, positive behaviour, being interested and motivated and striving to succeed in their learning.

Similarly when measuring 'drivers of student learning outcomes' (effective learning time, relevance of lessons, positive student / teacher relations, positive learning climate, expectations for success), our students once again scored significantly higher than the NSW norm across all areas.

Social – Emotional Outcomes

Students with a positive sense of belonging (accepted & valued by peers & others) – 76% of students with 'high sense of belonging'.

Students with positive relationships – 83% have friends at school they can trust & who encourage them to make positive choices.

94% of students 'valued school outcomes'. – Students believe school is useful in their everyday lives and will have a strong bearing on their future.

90% of students 'always displayed positive behaviour'. – Students do not get into trouble for inappropriate behaviour.

77% of students were 'interested and motivated in their learning'. – Students try hard to succeed in their learning.

91% of students 'always tried hard to succeed'.

Drivers of Student Outcome

Classroom concepts are taught well, class time used well. Students rated 'effective classroom learning' as 8.2 / 10.

Students find classroom instruction relevant to their everyday lives. Students rated 'relevance' as 8.1 / 10.

Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them to learn. Students rated 'rigour' as 8.2 / 10.

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. Students rated 'advocacy' as 7.8 / 10.

Students feel they have a positive relationship with their teacher. Students rated 'Positive student /teacher relationship' as 8.4 / 10.

Clear rules and expectations for classroom behaviour. Students rated 'Positive learning climate of the classroom' as 7.1 / 10.

School staff emphasise academic skills & hold high expectations for all students to succeed. Students rated 'Teacher's expectations for success' as 8.8 / 10.

'TELL THEM FROM ME' TEACHER SURVEY

Teachers participated in the Department of Education supported 'Tell them from Me' survey which measures 'Eight Drivers of Student Learning'.

Drivers of Student Outcome

Effective leadership across the school, leading to quality teaching and learning. Teachers rated 'Effective Leadership' as 7.5 / 10.

Staff collaboration and teamwork leading to quality teaching and improved learning outcomes. Teachers rated 'Staff Collaboration' as 8.3 / 10.

Positive Learning Culture where teachers strived to provide conditions for all students to achieve learning success. Teachers rated 'Positive Learning Culture' as 8.2 / 10.

Data informing practice where student results guide future teaching and learning practice. Teachers rated 'Data informing practice' as 7.6 / 10.

Effective teaching strategies, meeting the learning needs of all students. Teachers rated 'Effective teaching strategies' as 8.0 / 10.

Technology used to support student learning outcomes. Teachers rated 'Technology' as 6.5 / 10.

Inclusive schooling where the needs of students with 'special learning needs' are catered for. Teachers rated 'Inclusive schooling' as 8.3 / 10.

Parental involvement where students are actively involved in their child's learning. Teachers rated 'Parental involvement' as 7.6 / 10.

Four Dimensions of Classroom and School Practice

When teachers were surveyed on four critical elements of classroom and school practice, again results were overwhelmingly positive.

Setting challenging and visible student learning goals Teachers rated this dimension as 7.8 / 10.

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.