2020 Annual Report

Carlton South Public School

1513

Introduction

The Annual Report for 2020 is provided to the community of Carlton South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Carlton South Public School we strive to prepare all students to succeed in a dynamic world through quality teaching and building high expectations in learning. Students will be provided with opportunities to develop essential life competencies in order to be adaptive and responsible citizens.

School context

Carlton South Public School is a large, diverse school with approximately 645 students, 75% of which come from a language background other than English. The school is located in the southern suburbs of metropolitan Sydney in close proximity to the St George Hospital and St George TAFE. Carlton South Public School is a proud member of the Bayside Community of Schools comprising of five primary schools and two secondary schools, who collaborate to sustain quality teaching practice to enhance student learning. The school is focused on utilising dynamic, evidence-based teaching practices that incorporate innovative digital technologies and personalised learning for every student. The school values its community partnerships which develop a sense of belonging for each student, as well as supporting the school's vision to empower students to develop a sense of personal and social responsibility for their actions.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Learning Excellence

Purpose

The creation of high expectations will result in a school culture that is focused on deep learning with all students demonstrating growth in literacy and numeracy outcomes, utilising data as evidence and formative assessment to inform the level of growth for all students. Teachers will plan for the wellbeing and learning needs of all students and the development of essential life competencies, such as, problem solving, critical and creative thinking, communication, resilience and intercultural understanding, as well as the ability to learn, adapt and be responsible citizens.

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1:   Formative Assessment

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

Evaluation	Funds Expended (Resources)
A whole school goal focusing on consolidating the implementation of formative assessment into everyday teaching practice, along with the continued partnership with Corwin, supported the school to successfully achieve its annual milestone. Two days of professional learning were delivered by Corwin, focusing on developing visible learners, as well as assessment capable learners. The external validation process which required the collection of high quality evidence of impact demonstrated the successful way in which the school established a Professional Learning Community, resulting in significant growth in commitment by teachers to implement the Visible Learning pedagogy. Furthermore, the evidence demonstrated the way in which professional learning was strategically designed by the leadership team; implementing Learning Intentions and Success Criteria along with the development of effective feedback strategies. Finally, this evidence validated the quality teaching practices that have developed as a result of the school's Visible Learning journey. The school made significant progress towards developing a shared language of learning, through the identification of learning dispositions, as well as a detailed continuum to support its implementation. Formative assessment is used across most classrooms in literacy and numeracy and the professional learning that teachers have engaged in has been instrumental in providing teachers with a range of strategies to provide instructional feedback to students that can be used to support further learning. Student learning goals have now been implemented across the school and students are supported to articulate how they have achieved these goals and what their next steps will be.	Corwin Visible Learning Plus Budget: $15000

Process 2:   Personalised Learning

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Due to COVID-19 and the postponement of the High Potential Gifted Education Policy (HPGE) professional learning focus, the implementation of the HPGE policy has been postponed until 2021. To cater to the needs of identified HPGE students across the school, staff collaboratively developed, implemented and evaluated the Twisted Tales program. Students were encouraged to develop their skills in writing and creativity through a challenging and engaging task.The school also participated in the Tournament of the Minds competition to challenge a larger number of targeted students in a nominated domain with real life open-ended challenges. Students developed their creative and divergent thinking skills through cooperative learning and teamwork. Teaching staff also focused on extending HPGE students in English and mathematics. Through the Learning and Support Team referral process, students who were exceeding stage expectations were identified. To cater to these students' needs, they were then either accelerated in chosen Learning Areas or they participated in extension programs. Pre and post assessment data was used to identify areas of need, track progress and monitor student achievement. These programs will continue throughout 2021. This year there has been a focus on implementing enrichment programs outside of the classroom. In 2021, there will be a greater focus on effective differentiation within the classroom. There will also be teacher professional learning on the HPGE policy so that teachers can cater to the needs of all students.	N/A

Process 3:   Life Competencies

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

Evaluation	Funds Expended (Resources)
As a professional learning community, the team were able to develop the final Carlton South Public School learning dispositions, 'Learning Powers'. This incorporated contributions from teachers and parents through a process of surveys and teacher professional learning sessions. A visual representation of the learning dispositions was created and is displayed in all classrooms and common areas across the school. The visual resources were used as an introduction to the 'Learning Powers' which took place in Term 4. Each 'Learning Power' was introduced to the students weekly and incorporated into class discussions and school assemblies.	N/A

Next Steps

The next steps will be to complete the final stage with the partnership with Corwin, which will involve teachers evaluating their impact and using quality assessment strategies to support evaluative thinking and reflective practices. In relation to Life Competencies, the next steps will include the development of a shared language of learning by the community through the implementation of Learning Powers. This will involve the implementation of a Learning Powers continuum where students will be supported to plot themselves on this continuum. In terms of personalised learning, the next steps will include developing greater consistency around data-driven practices, building teacher capacity to meet the needs of all students through differentiated learning.

Strategic Direction 2

Teaching Excellence

Purpose

The promotion of collaborative practices will lead to all staff sharing the responsibility of improving student engagement, learning and success. Evidence-based teaching practices will be utilised in order to optimise learning and develop high quality teaching and instructional leadership. The increased emphasis on enhanced data literacy and analysis will inform teaching practices and the planning process. Teaching excellence will be created through quality professional learning and teachers will be supported in their ability to utilise innovative digital technologies and future-focused practices.

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1: **Evidence-based teaching practices**

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

Evaluation	Funds Expended (Resources)
Explicit professional learning on the What Works Best 2020 Update document was delivered. All staff are beginning to use and reflect on this document to inform their teaching practice. As a result of professional learning delivered through instructional leadership, all staff (with the exception of Kindergarten) are now implementing Seven Steps to Writing Success. This will continue to be a focus in the 2021-2024 Strategic Improvement Plan. Effective teaching of reading was identified as an area of need across the school. Professional learning was delivered and staff began creating resources to support effective teaching of reading. This will continue to be a focus in 2021.	Literacy Budget: $3000 Numeracy Budget: $3000

Process 2: **Innovative digital technologies**

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

Evaluation	Funds Expended (Resources)
As a result of ongoing professional learning in 2020, Digital Technologies outcomes within the Science and Technology K-6 syllabus have been successfully integrated into units of work, across the school. A whole school Science and Technology K-6 scope and sequence has been created and shared with all staff, which will allow teachers to implement Digital Technologies outcomes into their teaching programs. Due to COVID-19, the Digital Technologies Professional Learning Community (PLC) has supported the whole school staff in building the capacity of teachers in using digital technologies. The Digital Technologies PLC has supported staff in professional learning centred on video conferencing tools, such as Zoom, applications, such as Google Apps for Education and Microsoft 365. Ongoing	Information Communication Technology Budget: $20,000

Progress towards achieving improvement measures	
stage-based professional learning has centred on building teacher confidence and capacity in implementing innovative and future-focused practices within the classroom to support students during learning from home. Staff are continuing to implement the innovative and future-focused practices that were adopted during the remote learning period.. This has resulted in the consistent implementation of digital technologies within daily practice.	

Process 3: **Enhanced data literacy/ analysis skills**

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

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

Next Steps

The next steps will be to strengthen explicit teaching practices across the school to build a strong foundation of skills with high expectations for success. Instructional leaders will strengthen the capacity of teachers to effectively teach writing and numeracy skills to drive improvement. Teachers will be equipped with a deep understanding of evidence-based reading instruction and the ability to effectively implement this in the classroom. In terms of Innovative Digital Technologies, teachers will continually work towards become expert uses of technology, focusing on embedding technology within teaching and learning programs.

Strategic Direction 3

School & Community Leadership Excellence

Purpose

The establishment of Professional Learning Communities will ensure that the leadership team emphasises continuous improvement of teaching and learning. Instructional leaders will promote professional learning that is directly related to improving student learning outcomes. Student leaders will be given the opportunity to develop their leadership capacity and student voice. Purposeful and sustained interschool relationships across the Bayside Community of Schools will result in sharing of best practice and expertise. School leaders encourage community engagement in order to embed a culture of high expectations to support ongoing improvement.

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1:   Professional Learning Communities

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

Evaluation	Funds Expended (Resources)
The creation of Professional Learning Communities to support the implementation of the school plan was instrumental to the success of each strategic direction. Teachers developed deep understandings about the way in which PLCs are drivers of continuous improvement and came to understand their role as leaders in the classroom to support the school's vision and strategic directions. Surveys and staff reflections revealed that the learning and development of teachers has improved significantly, with this area of the SEF now at excelling. As a result of participating in PLCs over the course of the school plan, teachers now understand their role in whole school planning and the importance of strong leadership in teaching and learning; in particular the importance of utilising evidence based practices. Non-executive staff led some of these PLCs, continuing to support the building of their capacity as leaders within the school; many of whom are now in substantive or relieving leadership positions. The use of Professional Learning Communities ensured that all staff were involved in implementing the school plan and took responsibility for achieving excellence in learning, teaching and leading.	Professional Learning Budget:: $17000

Process 2:   Student Voice

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

Evaluation	Funds Expended (Resources)
The Student Representative Council members led discussions in their classrooms to gather student voice around two initiatives. The first initiative was a community-based one, where students discussed raising money to benefit the community in some way. Student leaders led these discussions within their classrooms and then proposal ideas were discussed further at	N/A

Progress towards achieving improvement measures	
SRC meetings, leading to a decision to raise money for the purchase of iPads for the St George Hospital School. This was acknowledged by local members of Parliament and celebrated at school. The second initiative was a school-based one, where students honoured the passing of an Assistant Principal by engaging with a parent in the community to design a mural for the school. Despite the restrictions as a result of COVID-19, in 2020, the student leadership team and SRC members continued to provide valuable contributions towards decisions for the school and all student contributions were acknowledged and celebrated accordingly. Throughout 2020, student voice contributions continued to be sought and published in the school newsletter; contributions focused on remote learning, Education Week, World Teachers' Day and Visible Learning.	

Process 3:   Engagement with the community

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

Evaluation	Funds Expended (Resources)
Due to the COVID-19 pandemic many of the planned activities focusing on improving engagement with the community were not delivered. The focus for Carlton South Public School then shifted towards engaging with families during the learning from home phase, ensuring communication practices were effectively maintained during an uncertain period of time. Teaching staff had to undertake a lot of new learning in a short time-frame to support students and their families. A number of online platforms were utilised by classroom teachers including Google Sites (Kindergarten), Seesaw (Years 1-2) and Google Classroom (Years 3-6). Teaching staff also used Zoom to engage with students and their families during remote learning. Facebook and the SkoolBag App were the main conduits for communication in regards to whole school operations and for delivering key messages. A P&C meeting and a parent information session (held in Week 3 and Week 4 of Term 1) were the only two community face-to-face events delivered by the school in 2020 prior to the pandemic. Other school events such as Kindergarten Orientation were delivered in a modified format with COVID-19 restrictions in place. Events such as Parent/Teacher Interviews were also modified in 2020 with teachers conducting telephone interviews. Several parent workshops and a number of community-based initiatives were unfortunately placed on hold during 2020 due to the pandemic.	N/A

Next Steps

Professional Learning Communities will continue to be utilised to drive improvement and support the implementation of the initiatives of each strategic direction within the new plan. The next steps in terms of Student Voice will be to align with Visible Learning and the Learning Powers, where students will be able to articulate how they can take responsibility for their learning using the dispositions identified and articulate the next steps in their learning. The main focus within Engagement with the community will be to bring parents on the journey of Visible Learning and also look to support families as the school transitions towards a paperless communication system.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$1364	In 2020 the school had seven students enrolled who identified as Aboriginal. Each of these students had a Personalised Learning Pathway (PLP) to identify, organise and apply differentiated approaches to their learning and engagement. Evaluation of Aboriginal students' goals in their Personalised Learning Plans showed that some students had achieved their goals successfully, and some students were still working towards achieving identified goals. School Learning Support Officers were engaged to facilitate personalised learning for Aboriginal students. Most of the students who identify as Aboriginal received intensive learning support intervention over a period of 15 weeks. Funding was allocated towards purchasing literacy and numeracy resources that incorporated yarning stories, number talks and Aboriginal perspectives to allow the students to make meaningful connections. Funding was also used to embed Indigenous perspectives across the curriculum. Due to COVID-19 there were no official NAIDOC or Reconciliation Week commemorations. There were however, school-based commemorations that reflected the themes, which included stage-based work and a ten minute video, providing all seven students the opportunity to use the video to represent their voice, perspectives and interpretation of the theme.
English language proficiency	Staffing: $306275 Flexible: $41908	All EAL/ D staff were involved in regular professional learning through their network and online courses. Online courses were especially relevant during the remote learning period. EAL/D students were supported across the school through sixteen days of EAL/ D teacher time each week. This included whole class team teaching and small group withdrawal groups. Funds were utilised to purchase teaching resources to support student learning. Students who were eligible for English language proficiency funding received targeted support and overall, there was a consistent level of achievement of outcomes as reported in the Semester 2 reports.
Low level adjustment for disability	Staffing: $109384 Flexible: $65790	Four full time and three part time School Learning Support Officers (SLSOs) provided curriculum adjustments for individual students as well as the development of social skills for both individual students and small groups of students. Support was also provided for students with additional needs who do not have targeted funding. A lunch time social skills program, run by SLSOs supported students five times per week. This program provided significant support to students who find the playground challenging and students who participated were successfully able to manage the playground independently by the end of the year.

Low level adjustment for disability	Staffing: $109384 Flexible: $65790	Individual Education Plans were revised and adjustments made as required. Most students achieved the learning goals that were identified and students were supported to articulate their understandings of the learning goal and what they needed to do in order to successfully reach their goals. A Tell Them From Me Survey question asking about expectations for success reported that 86% of students believe school staff hold high expectations for all students to succeed. 83% of students reported positive student-teacher relations.
Quality Teaching, Successful Students (QTSS)	$119775	Quality Teaching, Successful Teaching continued to be implemented in 2020, with adjustments made, according to feedback from staff during the previous year. In 2020, two days of the Quality Teaching, Successful Students funds were utilised to employ an Instructional Leader. The Instructional Leader worked with all stages to provide shoulder to shoulder support to develop writing skills across the school using the Seven Steps to Writing Success model. A continued focus on promoting collaborative practices provided teachers with the opportunity to collaboratively plan as a stage for three days during the year, as well as a fourth day in Term 4 with their new stage. These days also allowed teachers to collaborate in the design of lessons, assessment tasks and the analysis of student data. Teachers continued to be provided with the opportunity to team teach and observe the lessons of others.
Socio-economic background	$37036	A speech pathologist was employed one day per week to support K-2 students with language delays or disabilities. The support consisted of both group and individual intervention. The cost for this program was jointly funded by the school and parents. Family assistance was provided to students whose families were experiencing financial difficulties. This came in the form of incursion payments, textbooks and school supplies.
Support for beginning teachers	$43443	In 2020, there were three newly appointed teachers and one teacher in their second year of permanent employment. These teachers were provided with extra regular release time, as well as time with an experienced teacher to provide mentoring support. In addition, beginning teachers were encouraged to participate in targeted professional learning activities that specifically supported their career development.
Targeted student support for refugees and new arrivals	N/A	Seven new arrivals were offered additional funding, which amounted to one additional

Targeted student support for refugees and new arrivals	N/A	day, which was utilised to support the New Arrivals program, allowing these students to receive targeted support in a small group.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	320	334	344	348
Girls	290	313	301	300

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	94.8	94.3	95.5	91.8
1	93.4	93.4	92.7	92.6
2	94.5	93	92.7	89.8
3	94.2	92.1	93	92.7
4	94.3	94	94.7	90.6
5	92.7	93.2	94.8	89.9
6	91.3	92.9	92.9	91.5
All Years	93.7	93.3	93.7	91.3
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.33
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher ESL	2.8
School Administration and Support Staff	4.26

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	357,313
Revenue	6,036,421
Appropriation	5,782,219
Sale of Goods and Services	127
Grants and contributions	248,123
Investment income	1,451
Other revenue	4,501
Expenses	-5,990,104
Employee related	-5,482,930
Operating expenses	-507,174
Surplus / deficit for the year	46,317
Closing Balance	403,630

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.

	2020 **Approved SBA** ($)
Targeted Total	158,685
Equity Total	561,757
Equity - Aboriginal	1,364
Equity - Socio-economic	37,036
Equity - Language	348,183
Equity - Disability	175,174
Base Total	4,412,683
Base - Per Capita	155,125
Base - Location	0
Base - Other	4,257,558
Other Total	314,616
Grand Total	5,447,742

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Carlton South Public School 1513 (2020)

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Satisfaction

The Tell Them From Me 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). The school regularly analyses responses to school community satisfaction measures. Over the past six years, the perspectives of parents have been significantly above NSW Government school norms on the seven separate measures scored on the ten-point scale. Key findings for 2020 include:

Parents Feel Welcome 7.6 (Carlton South PS) 7.4 (NSW Government Norm) **Parents Are Informed** 7.1 (Carlton South PS) 6.6 (NSW Government Norm) **Parents Support Learning At Home** 7.3 (Carlton South PS) 6.3 (NSW Government Norm) **School Supports Learning** 7.5 (Carlton South PS) 7.3 (NSW Government Norm) **School Supports Positive Behaviour** 7.8 (Carlton South PS) 7.7 (NSW Government Norm) **Safety At School** 7.8 (Carlton South PS) 7.4 (NSW Government Norm) **Inclusive School** 7.2 (Carlton South PS) 6.7 (NSW Government Norm).

Student Satisfaction

The Tell Them From Me Student Survey sought the feedback from students in Years 4, 5 and 6. This survey focused on student outcomes and school climate and featured just over 250 respondents. Pleasingly, the vast majority of student feedback captured exceeded NSW Government Norms. Some key findings for 2020 include:

I Feel Proud Of My School 80% of students either agree or strongly agree with this statement. **I Try To Improve** 86% of students either agree or strongly agree with this statement. **I Try To Do My Best** 80% of students either agree or strongly agree with this statement. **I Like Challenging Goals** 73% of students either agree or strongly agree with this statement.

Advocacy At School (students feel they have someone at school who consistently provides encouragement and can turn to for advice) 7.9 (Carlton South PS) 7.7 (NSW Government Norm). **Positive Teacher-Student Relations** (students feel teachers are responsive to their needs and encourage independence with a democratic approach) 8.3 (Carlton South PS) 8.4 (NSW Government Norm) **Students Who Are Victims Of Bullying** (students who are subjected to physical, social or verbal bullying, or are bullied over internet) 22% (Carlton South PS) 36% (NSW Government Norm). **Students With Positive Behaviour At School** (students that do not get into trouble at school for disruptive/inappropriate behaviour) 92% (Carlton South PS) 83% (NSW Government Norm).

Teacher Satisfaction

The Tell Them From Me 'Focus on Learning' Teacher Survey is based on two complementary research paradigms; Effective Schools (which assesses the eight of the most important drivers of student learning) and Dimensions of Classroom and School Practices (based on the learning model followed by the Outward Bound program). Twenty-six teachers from Carlton South Public School responded to the survey. Some key findings for 2020 include:

Leadership 7.2 (Carlton South PS) 7.1 (NSW Government Norm) **Collaboration** 7.8 (Carlton South PS) 7.8 (NSW Government Norm) **Learning Culture** 7.9 (Carlton South PS) 7.8 (NSW Government Norm) **Teaching Strategies** 8.0 (Carlton South PS) 7.9 (NSW Government Norm) **Technology** 6.2 (Carlton South PS) 6.7 (NSW Government Norm) **Inclusive School** 8.3 (Carlton South PS) 8.2 (NSW Government Norm) **Parent Involvement** 6.8 (Carlton South PS) 6.8 (NSW Government Norm).

School Leaders Leading Improvement and Change 92% of teachers either agree or strongly agree with this statement. **School Leaders Communication of Strategic Vision** 88% of teachers either agree or strongly agree with this statement.

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.