

2020 Annual Report

Carrington Public School



1518

Introduction

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

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

School contact details

Carrington Public School

Young St

Carrington, 2294

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

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

4969 3707

School vision

Carrington Public School creates a platform for our young people to lead rewarding and productive lives in our complex and dynamic world. We provide excellence, allowing students the best opportunity to achieve their social and academic aspirations.

School context

Carrington Public School is a small school located in the inner city area of Newcastle. Since its inception in 1873, the school has had a long history of providing quality education for its students. The suburb of Carrington is close to industry, recreation, the Newcastle Harbour and is in the process of experiencing urban renewal.

In 2020, there are 119 students enrolled. This includes twenty-one students with Aboriginal or Torres Strait Island descent and sixteen students who have English as an additional language or dialect.

Carrington Public School has dedicated teachers consisting of five full time and two part time teachers. All teaching staff are classified as proficient against the NSW Teaching Standards. In 2020, additional staff consists of two school learning support officers, a part time school counsellor, a school administration officer, a school administration manager and a general assistant.

Carrington Public School has a strong commitment to individualised learning through quality literacy and numeracy programs including Speech Sound Pics (SSP) and Targeted Early Numeracy (TENs). Our student wellbeing practices are based on Positive Behaviour for Learning (PBL) and our core values are Be Safe, Be Respectful and Be a learner. Carrington PS prides itself on providing wide ranging opportunities for all students to succeed.

Carrington Public School enjoys the support of its parent body, with an active P&C who run the canteen and the Carrington Village Markets. Strong community partnerships exist between the school and the broader Carrington community, enabling access to resources, expertise and facilities from within its community.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning for life

Purpose

To empower students to be self-regulated, passionate lifelong learners who gain necessary knowledge and skills to enable them to connect, succeed and thrive as citizens now and in the future.

Improvement Measures

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

School Target: Increase % of students in top two NAPLAN bands in Year 3 and 5 for:

* numeracy from 38.15% (baseline 2017-2018) to 43.4% or above in 2022.

* reading from 41% (baseline 2017-2018) to 47.4% or above in 2022.

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

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

School Target: Increase the proportion of students reporting a positive wellbeing (sense of belonging, expectations for success and advocacy) at school from 82.8% (baseline 2018) to 87.3% or above in 2022.

School Target: Increase % of students attending school 90% or more of the time from 69.7% (baseline Sem 1, 2018) to 77.9% or above in 2022.

Progress towards achieving improvement measures

Process 1: Innovation

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

Evaluation	Funds Expended (Resources)
<p>Teaching and learning programs reflect future focused skills, in that they show differentiation through personalised learning, allowing for an inclusive learning environment where students can be successful. The general capabilities are reflected in teaching programs, but staff will need more professional learning to support their full use across all KLAs.</p> <p>To support student learning during the learning from home period, our teachers were innovative, adaptive and responsive to the needs of our community. Creating weekly learning from home packs, adapting their weekly timetables to a shared hyperlinked document which supported parents and carers with learning activities, and making daily videos to explicitly teach their students, this work was immense and greatly appreciated by the school community.</p> <p>Latest NAPLAN results in reading in Year 3 and Year 5 see 47.06% of our students achieving in the top two bands. In numeracy, only 16.67% of students achieved in the top two bands.</p> <p>Student achievement data indicates that not all of our students met expected growth in NAPLAN. In reading the two year average (2018/2019) of students achieving expected growth was 64%. In numeracy, this figure drops to 32%. This will need to be a feature of our next improvement cycle.</p>	<p>Wages, resources, professional learning learning from home packs</p> <p>Total: \$20 000</p>

Process 2: Wellbeing

Progress towards achieving improvement measures

Process 2:

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

Evaluation	Funds Expended (Resources)
<p>Our ability to review our wellbeing practices was hampered by the mitigating circumstances presented throughout the year. Without the ability to engage with parents and community members in a COVID safe manner that would elicit quality dialogue, feedback and collaboration, this project has been postponed until the new school planning cycle.</p> <p>During the learning from home period of 2020, staff were cognizant of ensuring student wellbeing was maintained as a top priority. With teaching and SAS staff phoning all families every week, we were able to maintain contact with our community during this challenging period of uncertainty.</p> <p>Student wellbeing data from the TTFM exemplifies that 2020 was a difficult year. With 77.08% of students reporting positive wellbeing, which is below our 2018 baseline of 82.8%.</p> <p>Attendance data reflects the difficulties that presented during 2020, with 64.65% of our students attending 90% or more of the time. This is below of 2018 baseline figure of 69.7%.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• PBL Total (\$1500.00)

Next Steps

The tracking of student growth will be a major focus for improvement in our Strategic Improvement Plan. We are continuing to develop our formative and summative assessment practices to ensure consistency of teacher judgement from Kindergarten to Year 6. Professional learning and a shared collaborative approach is required to build purposeful internal assessment data.

The wellbeing and engagement of our students remains a priority, and will be a focus for strategic improvement. Our next steps will be guided by referencing the Wellbeing Framework and utilising its self-assessment tool. *Tell Them from Me* data will provide static data sets pertaining to student voice (from Years 4-6) and community perceptions and expectations around wellbeing and engagement. Whole of school student voice will be gathered and analysed via the Forge Wellbeing tool, which will provide data touchpoints termly for all students K-6 and teaching staff.

Strategic Direction 2

Teaching the future

Purpose

To support the development of passionate and committed teachers who demonstrate a personal responsibility towards improving their professional practice to support improved student outcomes. Teachers are future focused educators delivering innovation and excellence to their students.

Improvement Measures

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

High levels of student engagement and motivation.

Progress towards achieving improvement measures

Process 1: Professional Learning

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

Evaluation	Funds Expended (Resources)
<p>Teaching staff engaged in high impact professional learning opportunities in reading, writing, mathematics, trauma and student wellbeing, technology, What Works Best and Explicit Teaching. Staff successfully use explicit teaching strategies, like warm-ups, to improve student outcomes in reading and numeracy. Evidence-based teaching strategies are evident in all teaching programs and observable in every classroom.</p> <p>The creation of an instructional leader to drive literacy innovation and change, supported our teaching staff to implement explicit teaching strategies. Mrs Deards worked as instructional leader and supported staff by providing high impact professional learning in reading and writing, providing resources, scaffolds and templates as well as orchestrating class observations and feedback sessions. This position also enabled a review and evaluation of our English scope and sequences and assessment schedules.</p>	<p>Wages instructional leader literacy</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$12164.00)• Quality Teaching, Successful Students (QTSS) (\$20017.00)

Process 2: Professional Growth

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

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

Evaluation	Funds Expended (Resources)
<p>Teaching staff worked diligently throughout the year to ensure that curriculum requirements were met amid the pandemic. This included the large swathe of professional learning and change to work based practices to ensure that our students continued to receive quality education opportunities during the learning from home period of the pandemic.</p> <p>The school's practices were highlighted by the broader NSW DoE for the successful practices throughout the year. Mr McGill was interviewed for the state wide curriculum staffroom, discussing our school's Learning From Home website and our continuance of delivering quality curriculum. Mrs Deards was interviewed by NSW Creative Arts Advisor K-6 about the amazing work our school was able to produce for our art exhibition Cocoon.</p>	<p>Resources to support curriculum</p>

Next Steps

Professional learning and a shared collaborative approach is required to build purposeful internal assessment data. Professional learning in designing quality assessments and consistent teacher judgement within the school and across schools will be a focus. A greater understanding of stage expected outcomes in literacy and numeracy will support planning and data analysis. Personalised learning plans will continue to be used for each student to promote growth and self-directed learning, with structures put in place to support students with additional needs including high potential students.

It has been difficult to determine the impact of some strategies implemented across the school due to limited evaluative practices. This has resulted in missed opportunities to celebrate and grow successful strategies. A rigorous evaluation process for benchmarking school performance is required to ensure the school improves. All staff will develop an understanding of how to implement the Question, Data, Analysis, Implications (QDAI) process to ensure the continual improvement of all. This includes developing an understanding of qualitative and quantitative data, data triangulation to understand impact and where to next. Embedding the QDAI process into analysing and evaluating the impact of strategies and programs implemented will ensure that continuous improvement is at the forefront of all decision making.

Strategic Direction 3

Leading the way

Purpose

To provide strong educational leadership to achieve improved student outcomes. Exemplary structures and processes will underpin ongoing school improvement and the professional effectiveness of all school and community members.

Improvement Measures

Improved school community satisfaction.

All teachers identify the impact of collaboration within and across schools in improving teaching practice and use this effectively to improve their practice.

Progress towards achieving improvement measures

Process 1: Community Engagement

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

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

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19 and students learning from home, there were far less opportunities for our parents to be involved at the school as parents were not allowed to enter school grounds. However, due to 'at home learning' and the regular communication between class teachers using Seesaw, the school and our families had much more community engagement from a greater spectrum of parents.</p> <p>Our parent community provided feedback on the way our school communicates information. From the data received, it became clear that the majority of respondents found our communication methods effective. High ratings for the information provided in our newsletter (average 4.44/5) and how we communicates generally (average 4.39/5) are a testament to the efforts to provide clear and relevant information to our community. This became extremely pertinent during the onset of the COVID-19 pandemic and subsequent learning from home period. Respondents to the survey rated our communication of information and plans during this period 4.5/5, our highest ranking score on this survey. During this period of uncertainty, our school community relied heavily on web-based tools to relay information including relevant teaching and learning programs. Respondents to this survey rated the support offered during this period 4.44/5, and verbal feedback was full of high praise .</p> <p>Parents and community members have continued to engage with class teachers via Seesaw for communication purposes.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$1500.00)

Process 2: Community Links

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

Improve preschool and high school transition programs.

Strengthen links with AECG through collaboration and consultation.

Evaluation	Funds Expended (Resources)
------------	----------------------------

Progress towards achieving improvement measures

The school has made significant improvements and works as a highly collaborative professional learning community. Professional learning (internal) opportunities throughout the year have strengthened staff's ability to collaborate on teaching programs, revise internal school communication and provided a smooth contingency plan for future home learning occurrences.

Our blended Kindergarten transition program was successful in welcoming our 2021 students and families to our school. The ability to deliver our key messages and school ideals to parents in a safe manner was important to us, as was welcoming our students both virtually and physically into our school community.

Our partnership with Muloobinbah Local Aboriginal Education Consultative Group was strengthened throughout the year. Our school hosted the last Muloobinbah LAECG face to face general meeting before the pandemic forced the change to virtual meetings. Ms Karen Keers, President of the Muloobinbah LAECG was elemental in the Selection Panel that was in place for the Assistant Principal position filled in Term 4. Ms Keers and the LAECG were also instrumental in the shaping of our Strategic Improvement Plan, providing guidance to our school to ensure Aboriginal voice was heard and implemented in its design.

Transition programs

Funding Sources:

- Socio-economic background (\$2500.00)

Next Steps

To continue our journey towards excellence in leading, Carrington Public Schools will continue to develop and build capacity and leadership skills of all staff, use the What Works Best evidence-based practice to improve explicit teaching across the school. Budgets will be closely monitored to provide optimal human and physical resourcing to support teaching and learning. Continue to enhance the way our school builds community partnerships through trust and mutual respect.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Staffing, supplies for art experiences.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$23 590.00) 	<p>Aboriginal RAM Equity funds were spent to support our Aboriginal students in the school to achieve individualised academic success.</p> <p>Staff were supported to develop a greater understanding of Aboriginal culture and the knowledge to teach Aboriginal perspectives through targeted PL and by employing an SLSO to support staff and as a role model for students.</p> <p>Weekly didgeridoo lessons continued when possible due to health recommendations, and Term 3 Art workshops enabled our students to connect with local a Aboriginal artists and create pieces with cultural significance including a NAIDOC mural and an online virtual art exhibition that was highlighted on NSW DoE social media accounts.</p> <p>2020 Student TTFM surveys showed 57% Aboriginal students agreed they felt good about their culture when at school, a decline from last year., and will be a continuing focus on 2021 and in our school strategic improvement plan.</p> <p>86% of Aboriginal students felt their teacher understood culture, the remaining 14% were neutral. This represents a 53% increase.</p>
Low level adjustment for disability	<p>Wages</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$44 868.00) 	<p>Employment of Learning and Support teacher 0.3 FTE and School Learning Support Officers allowed for intervention support in class, every day.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	49	57	59	63
Girls	58	49	53	57

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.7	92.2	94.9	87
1	88.5	91	90.1	90.5
2	94.5	85.8	93.2	83.5
3	93.5	90.1	85	88.8
4	87.8	93	90.2	75.7
5	95.2	86.9	92.1	86.1
6	94.6	92.5	88.8	81.9
All Years	92.9	90.5	91.2	86
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
Classroom Teacher(s)	4.59
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	119,608
Revenue	1,240,728
Appropriation	1,212,577
Sale of Goods and Services	284
Grants and contributions	27,444
Investment income	424
Expenses	-1,238,249
Employee related	-1,092,245
Operating expenses	-146,004
Surplus / deficit for the year	2,479
Closing Balance	122,087

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	62,717
Equity Total	88,341
Equity - Aboriginal	23,590
Equity - Socio-economic	19,883
Equity - Language	0
Equity - Disability	44,868
Base Total	963,881
Base - Per Capita	26,936
Base - Location	0
Base - Other	936,945
Other Total	48,856
Grand Total	1,163,795

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. During 2020 students and parents completed the Tell Them From Me (TTFM) surveys.

Parent TTFM surveys showed parents believe we support positive behaviour (8.1), parents feel welcome (8.0), the school supports learning (8.0) and we are an inclusive school (7.6). All of these school means were above the NSW Govt Norm.

Students TTFM surveys showed students feel they have someone at school who consistently provides encouragement and can be turned to for advice (7.7) and that staff have high expectations for success (8.1).

Staff wellbeing and satisfaction was closely monitored and supported both internally and with the support of the Department of Education.

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.