

2020 Annual Report

Carramar Public School



3328

Introduction

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

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

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2020 school leaders.

School vision

We are a caring, innovative and collaborative learning community that embraces diversity.

We have high expectations to ensure students are empowered to reach their potential.

We are committed to providing quality learning opportunities that motivate, engage and inspire 21st century learners.

School context

Carramar PS is in the Auburn Network of schools and has an enrolment of 225 students.

Approximately 85.5% of the students are from LBOTE including a number of new arrival and refugee students. Arabic and Asian languages are the dominant groups, with Samoan and a small number of African groups also represented. A small number of students identify as being from an Aboriginal or Torres Strait Islander background.

Currently half of our staff are New Scheme Teachers. As a result of comprehensive data analysis, the school has implemented a targeted approach to improve student outcomes in Literacy and Numeracy, including Language, Learning and Literacy (L3) and Focus on Reading (FoR).

Our school is committed to optimising student engagement and implementing 21st Century Learning practices and skills through initiatives such Bring Your Own Device (BYOD), the transformation of learning spaces and the implementation of the new curriculum documents.

As an Early Action for Success (EAfS) school, an Instructional Leader Numeracy and Literacy has been appointed to work directly with teachers in the early years. An interventionist is also funded five days a week via school funds. Through the delivery of high quality professional learning and hands-on instructional leadership, K-6 teachers are supported in the effective use of data to drive teaching and learning programs, ensuring personalised learning for every student. Interventionist strategies and practices have been utilised to support tiered interventions, focused on progressing all students from their current levels of achievement.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Independent, active and engaged learners.

Purpose

Improve student well being, behaviour and engagement in learning.

Improvement Measures

Improved student well being.

Increased student engagement in learning.

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Analysis and data evaluations reflect that there has been an improvement in student well-being, behaviour and engagement. Staff have maintained a consistent whole school approach to improving student well-being, behaviour and engagement as a direct result of programs and processes designed to support student wellbeing.	Human resource; Assistant Principal Welfare position. Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$30000.00)

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

Evaluation	Funds Expended (Resources)
The planned outcome of an increase of students achieving in the top 2 bands was set for this year .Due to COVID-19 restrictions, NAPLAN testing did not go ahead this year. Year 3 and 5 students participated in a NAPLAN Check-in Assessment. Due to the difference in testing, comparative data was not able to be obtained to determine whether there has been an increase of students achieving in the top 2 bands.	Funding Sources: <ul style="list-style-type: none">• Early action for success (\$160000.00)

Next Steps

- Increased percentage of students achieving in the top 3 bands in NAPLAN for Literacy and Numeracy
- Ensure that the school PBL process is embedded in the whole school practice. Weekly goals and behaviour focus developed.
- Ensure that future units of work continue to include qualities of collaboration, critical and creative thinking so that student engagement and thinking skills are a focus.

Strategic Direction 2

Exemplary classroom practitioners with a high level of professional expertise.

Purpose

To ensure every student at Carramar Public School has an excellent classroom teacher and equal access to outcomes for every year of schooling.

Improvement Measures

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

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

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Forward planning to 2021 to increase students achieving in Top 2 bands Numeracy, as per Premier's School Targets. Increase students achieving Expected Growth Numeracy, as per Premier's School Targets.	Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$8000.00)• Low level adjustment for disability (\$40000.00)• Early action for success (\$160000.00)

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

Evaluation	Funds Expended (Resources)
Teachers' programs reflect evidence-based teaching pedagogy that engage students, differentiate activities to cater for the needs of all students and incorporate innovative future-focused practices as a result of : <ul style="list-style-type: none">• the two (0.2 FTE) Curriculum Leader positions for Stage 2 and Stage 3 to support classroom teachers in the design and delivery of quality literacy programs (refer Process 1)• the funding of an additional one hour of release for each teacher to engage in one-on-one literacy co-planning with the Instructional Leader and Curriculum Leaders each week.• the capture of baseline data for every student K-2 in the area of phonics to ensure accurate data to drive teaching and used to measure impact of teaching and learning.• Instructional Leader delivering Professional Learning to K-2 staff on effectively teaching Phonics.• Engaging new K-2 team members in an EAfS Induction to introduce the initiative.• Supporting curriculum leaders in setting goals and directions for Stage 2 and Stage 3, looking at engaging students in activities to develop 'Understanding Text' that includes findings from the NAPLAN analysis, and• Introducing play-based learning in Kindergarten as a platform to engage and support the development of literacy skills and provide authentic opportunities for students to explore, create, imagine and role play.	Funding Sources: <ul style="list-style-type: none">• Early action for success (\$160000.00)• Support for beginning teachers (\$15000.00)• Literacy and numeracy (\$8000.00)

Progress towards achieving improvement measures

Process 3: Deliver relevant, collaborative and future focused professional learning for the new Science & Technology K- 6 Syllabus (2019).

Evaluation	Funds Expended (Resources)
This process was a 2019 focus and was not part of the 2020 plan but it was evident that teacher professional learning supported the continued inclusion of high quality engaging and relevant ICT integration in to teaching and learning units.	

Process 4: Deliver relevant, collaborative and future focused professional learning for Triangulation of Evidence (2020).

Evaluation	Funds Expended (Resources)
Class programs reflect a broad range of evidence being collected and recorded to ensure a deeper understanding of student learning. Teacher surveys and feedback demonstrates that they are very keen to continue with incorporating creative and critical thinking into the programs. It is planned that all future programs reflect some inclusion of activities around creative and critical thinking.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$5000.00)• Early action for success (\$5000.00)

Next Steps

- Continue to support teachers through grade meetings that focus on data and assessment with the theme of triangulation. This practice will become embedded in teacher practice.
- Continue with the school funded interventionist position to support the EAfS program.
- Ensure that creative and critical thinking is part of future teaching units to enable students to continue their skill development and understanding in this area.

Strategic Direction 3

Informed and engaged parents and strong home-school partnerships.

Purpose

Build effective, collaborative partnerships with parents and caregivers based on mutual trust, respect and a shared responsibility for and understanding of student wellbeing and student learning.

Improvement Measures

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

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Data from evaluations and surveys indicate that parents/carers feel welcome and well informed. Parents feel as though they have been provided with a range of opportunities to engage in school/class events and groups. Staff members value and promote the inclusion of parent/carers in school/class events and engage parents via Class Dojo to connect them to the daily classroom teaching and learning process.	Community Liaison Office and Assistant Principal Welfare positions. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$60000.00)• Quality Teaching, Successful Students (QTSS) (\$30000.00)

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

Evaluation	Funds Expended (Resources)
<p>As a result of previous years spent developing our school based 3 way Student Led Conferences, teachers value the process and ensure that students learning goals are regularly collaboratively evaluated and revised with supporting evidence. Students are able to confidently articulate their learning goals achieved using supporting evidence such as work samples. Face to Face student led and three way conferences did not go ahead this year due to COVID. Instead, 'Learning Journey' videos for students in Years 3-6 were uploaded to their Class Dojo profile. These videos captured students showcasing their achievements and discussing their progress towards their learning goals this year in a similar way to what they would have done in a student led conference. K-2 students took home a 'learning snapshots' package which included annotated pieces of work from English and Maths lessons as well as a sample from another KLA. Parents were asked to engage in a conversation around learning with their child using these videos and samples as a prompt. They also had the option of responding via a parent survey.</p> <p>As COVID restrictions ease it will be important to continue with face to face opportunities to engage and inform parents around student learning regularly. This will include 3 Way conferences, student led conferences and parent workshops/information sessions complemented by images and videos of student learning uploaded to Class Dojo. Teacher PL around assessment and, more specifically, quality feedback will further enhance the process of building the capacity of teachers and students to engage in regular and meaningful discussions around learning and to further engage parents/carers in this process.</p>	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Next Steps

- In-line with Covid restrictions return to student led 3 way conferences as soon as possible.
- Maintain the traction with Class Dojo interaction by ensuring teachers use it as a tool to keep parents engaged in the learning process.
- Staff conversations and professional development to determine a school approach to set minimum requirements and expectations for the use of Class Dojo.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Money contributed towards the development of the Indigenous area.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$9 164.00) 	PLPs shared and monitored with parental inclusion. Yarning circle and Indigenous area started and due for completion in 2021.
English language proficiency	<p>Funds used to contribute to the Eafs support program.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$53 233.00) 	English Language Proficiency funds were targeted and included in the extended EAfS program with particular focus on the interventionist to enable support to students. EAfS results and achievements indicate and reflect the success of the program.
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$52 540.00) 	Students with diagnosed disabilities were supported in their learning with a focus on reading and writing. They were also supported through the EAfS program in the form of support and intervention for their literacy and numeracy. Additional support was provided by using SLSOs to ensure student wellbeing and learning experienced growth and development.
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$41 785.00) 	QTSS funds used to support and fund the Assistant Principal welfare position enabled some off class time with whole school student wellbeing being managed with the school learning support program as well as the school PBL program. The PBL program evaluation reflects a high level of successful initiatives.
Socio-economic background	<p>School funded interventionist position \$112,000</p> <p>School funded CLO position 3 days a week \$55,000</p> <p>School funded additional SLSO time for targeted students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$368 846.00) 	Key initiatives and programs in the school have supported student learning: This includes EAfS (teacher release days for assessment and data analysis as well as planning days), Interventionist, CLO 3 days a week, additional SLSO support and additional LAST. Funds have also been allocated to key school ground improvements including: student toilet blocks being totally refurbished and extensive landscaping and garden enhancements.
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$28 962.00) 	The provision of accreditation support for beginning teachers enabling them to engage in the process of successfully completing the proficient teacher accreditation process and/or the maintaining accreditation at proficiency. (T1 - T3) Beginning teachers were also part of the EAfS program to enable their professional development around literacy and numeracy, and the achievement of their PDP goals.
Targeted student support for refugees and new arrivals	<p>Funding Sources:</p> <ul style="list-style-type: none"> Targeted support for refugees and new arrivals (\$4 561.00) 	New arrival students were supported in their learning with a focus on reading and writing. They were supported through the EAfS program in the form of support and intervention. A focus on wellbeing was also

Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$4 561.00) 	maintained and achieved for these students.
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Harmony Day 2020.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	113	114	113	114
Girls	112	113	116	114

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.1	92.1	90.6	92.5
1	90.4	92.1	89.3	88.8
2	91.9	92.6	91	93.5
3	92.3	91.9	92	89.1
4	93.7	91.7	90.2	93.6
5	93.1	94.3	91.8	92.9
6	92.1	92.7	92.6	89.6
All Years	92.4	92.5	91.1	91.6
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
Assistant Principal(s)	4
Classroom Teacher(s)	11.8
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher ESL	0.8
School Administration and Support Staff	2.48

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	713,287
Revenue	3,743,379
Appropriation	3,693,387
Sale of Goods and Services	18,720
Grants and contributions	27,741
Investment income	504
Other revenue	3,027
Expenses	-3,861,101
Employee related	-3,160,158
Operating expenses	-700,943
Surplus / deficit for the year	-117,722
Closing Balance	595,564

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	38,034
Equity Total	746,305
Equity - Aboriginal	9,164
Equity - Socio-economic	401,661
Equity - Language	140,740
Equity - Disability	194,740
Base Total	1,877,617
Base - Per Capita	55,075
Base - Location	0
Base - Other	1,822,541
Other Total	933,210
Grand Total	3,595,165

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

Surveys have provided data that reflects all stakeholders at Carramar PS feel valued and included in the processes that occur in our school. Students feel they are supported in a quality learning environment, cared for and make progress on their learning goals in a setting where they are valued, known, and cared for.

The Partners in Learning Parent Survey report indicated that the school has strong partnerships with the parent community, equal to or greater than the state average. Parents feel well informed, welcome and that the school provides a supportive learning environment for all students. Similarly, the Tell Them From Me Student Survey reflected high levels of engagement driven by positive relationships with teachers, quality instruction, a positive learning climate and high expectations for success. In the Focus on Learning Teacher Survey, teachers strongly agreed that the school successfully addressed some of the most important drivers of student outcomes including strong leadership, collaboration, a positive learning culture, inclusivity data, informed practice and teaching strategies.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.



Aboriginal garden.