Carlingford West Public School

Annual School Report
Our school at a glance

Students

In December 2013, 832 students were enrolled at Carlingford West Public School. Our students come from a variety of cultural backgrounds, with approximately 89% coming from a language background other than English. Our students are committed to maintaining a culture of respect, cooperation and tolerance at our school.

Staff

Carlingford West Public School teachers are experienced, talented and committed to providing quality educational programs which meet individual student needs and develop the talents of each child. Further details of staffing allocations are on page five of this report. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The school continued to implement a number of highly successful programs to provide students with extra educational support and opportunities throughout 2013. These included:
- Partners in Print Program (Year 1)
- Learning and Support Program
- English as a Second Language
- Positive Behaviour and Learning Initiative (PBL)
- You Can Do It!
- Better Buddies – Buddy Patrol
- Student Leadership Program
- Instrumental, Dance and Choral Programs
- Chess Programs
- 21st century learning iPad initiative

Student achievement in 2013

Literacy – NAPLAN Year 3
The average mark for our Year 3 students in reading was 482.1 (State average: 424.8); in writing it was 475.4 (State av.: 422.7); in spelling it was 513.2 (State av.: 423.0); and in grammar and punctuation it was 522.8 (State av.: 437.0).

Numeracy – NAPLAN Year 3
The average mark for our Year 3 students in Numeracy was 493.8 compared to the State average of 404.6.

Literacy – NAPLAN Year 5
The average mark for our Year 5 students in reading was 554.0 (State av.: 507.0); in writing it was 526.1 (State av.: 484.1); in spelling it was 589.0 (State av.: 504.6); and in grammar and punctuation it was 572.7 (State av.: 508.4).

Numeracy – NAPLAN Year 5
The average mark for our Year 5 students in Numeracy was 622.7 compared to the State average of 495.1.

Further details of our school’s 2013 NAPLAN can be found later in this report.

Academic Competitions

CWPS also continued to enjoy outstanding results in academic Competitions in 2013. Carlingford West Public School has maintained its outstanding academic record with commendable results in a variety of competitions this year. Our students were given the opportunity to participate in a wide range of enrichment activities again throughout the year. These include the Maths Olympiad, University of NSW competitions and Science on-line competitions.

In the University of New South Wales Mathematics Competition our students received 27 high distinctions, 113 distinctions and 98 credits. In the University of New South Wales English Competition our students received 13 high distinctions, 48 distinctions and 95 credits. In the University of New South Wales Science Competition our students received 17 high distinctions, 76 distinctions and 86 credits. Two Year 5 students achieved a perfect score and three Year 6 students achieved the highest team score in the Maths Olympiads. Our Year 5 and Year 6 teams were placed in the top 10% of all team scores across Australasia.
Principal’s message
I have much pleasure in presenting the 2013 Carlingford West Public School Annual School Report. Once again it has been my privilege to lead a diverse, high quality school with an energetic and relentless focus on student learning and welfare.

School results indicate that we have been able to offer an outstanding academic program that reflects that individual students learn in different ways and at different rates. The concept of a balanced, engaging curriculum for all our students is evident in our academic, welfare, sporting, performing arts and cultural programs.

I congratulate our students for their active and enthusiastic participation in our school programs and the care they show towards their fellow students on a daily basis. I thank our teaching and administrative staff for their tireless efforts to support our students and school community. I would also like to acknowledge the generous contribution of our parents and caregivers. The sharing of expertise, the generous donation of time and financial support given by our community has once again greatly assisted in the variety of opportunities available to our students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr Kevin Gerard
Principal

P & C message
The Parents and Citizens Association (P&C) started the year with our new families BBQ to welcome new families to our school. We had large numbers in our Kindergarten classes this year and the event was well attended.

We held a walkathon in September 2013. Our children enthusiastically gained sponsors and walked many laps to raise money for our school. Their efforts raised more than $15000 and our bbq on the day also raised more than $1000.

In October we held our Spring Festival which was a great night for families within our school community to get together. This event raised more than $2500.00

We received close to $60,000 in family contributions this year, $40,000 of which was donated back to the school to assist the school with programs and resources which could not be provided through Government funding.

This year the P & C has contributed to the installation of wifi throughout the school, defibrillators to assist with cpr, classroom resources for the infants classes and a new electronic signboard for the turning circle area, which will be installed early next year.

The P&C plays a very important role in providing services, facilities and equipment for the school.

Although we are very involved across many areas of school life, it is important for parents to remember that the P&C is primarily a fundraising organisation and that their children benefit directly from its activities. The air conditioning of all classrooms at Carlingford West, the installation of wifi throughout the school and the introduction of iPads into the classrooms were projects which could not have been achieved in this school without P & C fund raising. We rely on you, the parents, of our school, to contribute to these great projects.

All funds raised by the P&C throughout the year provide ongoing financial support to the teaching and learning needs of students at Carlingford West Public School.

We have our major funding raising event next year, our school fete, and I encourage all parents to volunteer time to ensure that our school fete is a success.

Being a part of the P&C is a most rewarding experience and I’m sure future members will continue to display a wonderful ‘community spirit’ in their support of Carlingford West Public School.
Any P&C is most effective when working in close partnership with the school staff. I wish to acknowledge the excellent leadership of the Principal Mr Gerard, the ongoing support provided by the two deputy principals, Mr Paul Taylor and Mr Bruno Diodati our Assistant Principals Mrs Candi, Mrs Ryan, Ms Frame and Mrs Verisan and all of our teachers. I would also like to thank my fellow P & C executive and the administrative staff at school.

Unfortunately, we are losing our Deputy Principal, Mr Paul Taylor, this year and I would like to thank Paul for the work he has done at our school over the last 2 years, particularly the introduction of the iPad program into our school. Paul will be sadly missed and I wish him every success in his new position as Principal.

Mrs Donna Raj
Carlingford West PS P&C President

Student representative’s message

CWPS student leaders have been very active throughout the year, participating in, as well as organising, many events. In February this year, Year 6 School Captains, Prefects, Sports House Captains and Vice-Captains attended the Impact Leadership Conference which was held at Sydney Olympic Park, Homebush. These student leaders were given the opportunity to develop their leadership skills through practical, interactive activities with students from many other schools. The Student Representative Council (SRC) has had another busy and eventful year. Charity Day was very successful, largely due to the generous donations of food and prizes from the students themselves, as well as their families. Over $6273 was raised and donated to three very important organisations - Stewart House, World Vision, Westmead Children’s Hospital and Red Cross. High Bounce Balls were also sold to help Stewart House raise much needed funds. School captains, Sarah Yan and Jae Min Jeong, attended the annual award ceremony at Stewart House to accept an award, recognising the money that was donated by students from Carlingford West Public School. We also continue to sponsor Charles, a 13 year old boy from Zambia, through World Vision.

An ANZAC Day ceremony was held in the school hall in April. Each class was asked to bring flowers which were arranged to form wreaths and placed in a circle around the Australian flag. The wreaths were then taken to the K13 memorial on Pennant Hills Road. After the devastating Bushfires in late October, the SRC organised a Gold Coin Donation Mufti Day and raised $1350 which was given to the Salvation Army Bushfire appeal. The SRC also held the popular annual handball competition for Years 3 to 6 in Semester Two. Stage 3 SRC members and prefects willingly gave of their time during lunchtimes, to umpire the numerous games that were played.

Sarah Yan and Jae Min Jeong
2013 School Captains

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>375</td>
<td>380</td>
<td>390</td>
<td>420</td>
<td>440</td>
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<td>Female</td>
<td>306</td>
<td>332</td>
<td>324</td>
<td>355</td>
<td>386</td>
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</table>
Management of non-attendance

Attendance remains consistently high. Attendance is monitored electronically through the office management system OASIS. In 2013 the school’s Attendance Policy was reviewed and updated and daily attendance is now recorded and registered by staff using ESR Momentum, the electronic roll marking system. Concerns regarding attendance are referred to the Home School Liaison Officer.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2013 Class Size Audit conducted on Monday 21 March 2013.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Grade</th>
<th>Total (grade)</th>
<th>Total (class)</th>
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<tr>
<td>KB</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KG</td>
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<td>KO</td>
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<td>KP</td>
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<td>21</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1G</td>
<td>1</td>
<td>23</td>
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</tr>
<tr>
<td>1L</td>
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<tr>
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</tr>
<tr>
<td>2J</td>
<td>2</td>
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<td>22</td>
</tr>
<tr>
<td>2M</td>
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<td>24</td>
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</tr>
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</tr>
<tr>
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<tr>
<td>4S</td>
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<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4E</td>
<td>4</td>
<td>16</td>
<td>16</td>
</tr>
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<td>5E</td>
<td>5</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5T</td>
<td>5</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>5R</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6B</td>
<td>6</td>
<td>30</td>
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</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>32</td>
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<tr>
<td>6V</td>
<td>6</td>
<td>30</td>
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</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>797</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes

In 2013 our school began the school year with 31 classes. Two streamed classes were formed with one each in Year 5 and Year 6. Of these 29 classes were straight grade based classes. 3 classes were formed as composite classes, with students from two grades. To begin Term 2 the school’s enrolment numbers increased sufficiently to enable an additional Year 2 class to be formed. This facilitated the opportunity to form additional
straight grade based classes across grades 3 and 4. Total classes grew to 32 with these changes.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>30.87</td>
</tr>
<tr>
<td>Teacher Learning and Support</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>4.2</td>
</tr>
<tr>
<td>Teacher of Community Languages</td>
<td>1.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.87</td>
</tr>
<tr>
<td>Total</td>
<td>55.44</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

During 2013 there were no teachers at Carlingford West who identify as Aboriginal or Torres Straight Islander.

Staff retention
In 2013 two staff members retired. Mrs Judy Warr and Mrs Ingrid Selinger retired following many years of dedicated service. Our school was also sorry to farewell our Korean Community Language teacher, Ms Kyung-Ae Yu, who took up a position at Homebush Boys’ High School. Mr. Taylor was successful in attaining the Principal’s position at Turramurra North PS and will commence there for the start of Term 1 2014. The vacant Deputy Principal position will be filled through the merit selection process in Term 1 2014.

Miss Claire Ross was successful in gaining a full time classroom teacher position at the end of 2012 and began teaching at our school for the commencement of the 2013 school year on Kindergarten. Mrs Pamela Girdlestone was also successful in gaining a full time position through the merit selection process and commenced in her full time ESL role at Carlingford West at the beginning of Term 4, 2013. Mrs Anna Kim was also successful in gaining employment through the merit selection process as our Korean Community Language Teacher for a 0.6 load or 3 days / week Wednesday to Friday. Miss Sin Yee Ng was also appointed as a permanent classroom teacher through the merit selection process in Term 4, 2013.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>40</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>260,208.55</td>
</tr>
<tr>
<td>Global funds</td>
<td>398,904.62</td>
</tr>
<tr>
<td>Tied funds</td>
<td>142,708.48</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>598,192.69</td>
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<tr>
<td>Interest</td>
<td>18,118.05</td>
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<tr>
<td>Trust receipts</td>
<td>89,593.92</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,247,517.76</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 96,689.07  |
| Excursions                 | 104,379.07 |
| Extracurricular dissections| 245,636.03 |
| Library                    | 8,337.07   |
| Training & development     | 1,000.00   |
| Tied funds                 | 129,673.93 |
| Casual relief teachers     | 127,948.83 |
| Administration & office    | 152,676.65 |
| School-operated canteen    | 0.00       |
| Utilities                  | 64,630.95  |
| Maintenance                | 48,644.66  |
| Trust accounts             | 87,255.36  |
| Capital programs           | 105,656.58 |
| **Total expenditure**      | 1,172,528.20 |
| **Balance carried forward**| 335,189.11 |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Carlingford West Public School and its community have continued to strive for ‘Only the Best’ education for their students. Carlingford West Public School has much to be proud of in 2013. As well as our strong academic performances, our students have excelled in diverse areas including the creative and performing arts, sport, public speaking, debating and community work. These endeavours highlight the school’s emphasis on providing a balanced and well-rounded education.

Achievements

Arts

Music Program

This year Carlingford West continued with two large school bands; Junior and Senior Green. Mr Edward McKnight conducted the Senior Band and we welcomed Mr Michael Ciccarelli to our school to lead the Junior Band. The Senior Band comprised some 40 students while the Junior Band had 48 students join our growing program in 2013 – a very promising sign for the future. Both bands continued to develop their musical and performance skills and enjoyed performing at school events and eisteddfods. In December we held our annual Music Concert and Awards Night where our students entertained an audience of families and friends. In July our senior band performed at the Sydney Band Festival and was awarded a Silver Medal.

The school’s string ensemble continued also in 2013 with 25 students. The school also started a junior string ensemble in 2013 and we thank Mrs Jelena Cvetcovic for her work in leading the strings program.

In August our String Ensemble, comprising 11 players, performed at the Sydney Opera House in the Festival of Instrumental Music.

Miss Sin Yee Ng
Music Program Coordinator

Dance

Our senior dance group, led by Miss Brown and Miss Morgan performed at the Sydney West
Dance Festival at Penrith Panthers, Evan Theatre and our end of year special events.
In 2013 the junior dance group was led by Mrs Baker, Mrs Storey and Mrs Mainou. The group performed at a variety of school events throughout the year.
Both Junior and Senior Choirs performed with their conductors, Mrs Tomkins, Miss Ng and Mrs Khoo at several events including the ‘i on the future’ 21st century learning conference held at Carlingford West, church services, and special assemblies.

Public Speaking and Performance
The Western Sydney local final of the Multicultural Perspectives Speaking Competition was held at Carlingford Public School and four students represented our school, Edward Kong (5T), Alana Cvetkovic (5T), Kate Ferraro (4R) and Gayathri Chandrasekaren (4LR). These students’ spoke eloquently. Kate Ferraro won the Years 3 & 4 section of this final and Gayathri Chandrasekaren was highly commended in the same section.
This year two teams were entered into the Premier’s Debating Challenge and competed in four debates. Each team won two of their debates and lost two. Our debating teams also competed in an interschool competition organised by their coaches.
Carlingford West Public school entered the Premiers Spelling Bee.
Four students competed in the regional finals.
They were Ashleigh Yu from (3W) Gayathri Chandrasekaren (4LR) Woojae Lee (5T) Jessie Wu (6C)

Sport
Successful school carnivals were held for swimming, cross-country and athletics during the year with keen competition amongst the four school sports houses: Mars, Jupiter, Saturn and Venus.
The winning houses were as follows:
Swimming – **Saturn**
Cross Country – **Venus**
Athletics – **Venus**
Several students represented at a **State** level:
- Swimming – Leon Sun, Maria Jang, William Lee
- Cross Country – Haley Mills
- Athletics – Haley Mills, Maysa Sakr

Maysa was also the Zone Athletics Carnival 11 Years Girls Athletics Champion for 2013.
Many Carlingford West Public School students enjoyed participating in the Castle Hill Zone PSSA competitions in Netball, Newcombe Ball and Soccer. Two of our netball teams reached the finals.
School competitions were also held in tennis and handball, and teams of both boys and girls
competed in the Milo Cup cricket competition. 51 students from our school competed in the NSW Table Tennis Primary Schools Competition at Homebush. Students competed in teams of two as well as individually. The overall results for our school were extremely pleasing with Eric Zeng and Jack Chen, one of our senior teams and Nicole Chen and Yvonne Liu, one of our infants teams, winning Gold in their division.

At school, each grade participated in fitness and skill development, aerobics, vigorous games and social dancing as part of their PE program. Students enjoyed a term each of the ‘Be Skilled Be Fit’ and Flexikids Gymnastics programs. Years 3 and 4 participated in the MySwim program in Term 1 and Year 2 also participated in the Swim School program in Term 4.

Mrs Lisa Roberts
Sports Coordinator

Academic

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In 2013 112 Year 3 students sat the NAPLAN in literacy. This included assessments in reading, writing, spelling, and grammar and punctuation. Analysis of the Year 3 NAPLAN data shows that these students performed well above the State average in all areas.

Reading – NAPLAN Year 3

54.5% of our Year 3 students achieved Band 6 in reading (the highest band) compared to 27.9% of the State. 75% of our Year 3 students were placed in the highest two bands in reading compared to 46.6% of the State.

Writing – NAPLAN Year 3

37.5% of our Year 3 students achieved Band 6 in writing (the highest band) compared to 17.2% of the State. 87.5% of our Year 3 students were placed in the highest two bands in writing compared to 54.2% of the State.

Spelling NAPLAN Year 3

73.2% of our Year 3 students achieved Band 6 in spelling (the highest band) compared to 25.3% of the State. 90.2% of our Year 3 students were
placed in the highest two bands in spelling compared to 49.6% of the State.

**Numeracy – NAPLAN Year 3**

In 2013, 112 Year 3 students sat for the NAPLAN in numeracy. This included assessment in number, patterns and algebra, data, measurement, space and geometry. The analysis of our Year 3 NAPLAN data in numeracy shows that these students performed well above the State average. 79.5% of our Year 3 students were placed in the two highest bands in data, measurement, space and geometry compared to 41.8% of the State. 74.1% of our Year 3 students were placed in the two highest bands in number, patterns and algebra compared to 32.6% of the State.

**Grammar and Punctuation – NAPLAN Year 3**

67.9% of our Year 3 students achieved Band 6 in grammar and punctuation (the highest band) compared to 30.7% of the State. 81.3% of our Year 3 students were placed in the two highest bands in grammar and punctuation compared to 54.7% of the State.
Literacy – NAPLAN Year 5

Reading – NAPLAN Year 5
In 2013, 98 Year 5 students sat the NAPLAN in literacy. This included assessments in reading, writing, spelling, and grammar and punctuation. The analysis of the Year 5 NAPLAN data in literacy shows that these students performed well above the State average in all areas.

Reading – Year 5
33.7% of our Year 5 students achieved Band 8 in reading (the highest band) compared to 15.3% of the State. 69.4% of our Year 5 students were placed in the highest two bands in reading compared to 37.4% of the State.

Spelling – Year 5
54.1% of our Year 5 students achieved Band 8 in spelling (the highest band) compared to 16.5% of the State. 78.8% of our Year 5 students were placed in the highest two bands in spelling compared to 41% of the State.

Writing – Year 5
18.4% of our Year 5 students achieved Band 8 in writing (the highest band) compared to 7.8% of the State. 42.9% of our Year 5 students were placed in the highest two bands in writing compared to 23% of the State.
Grammar and Punctuation – Year 5

54.1% of our Year 5 students achieved Band 8 in grammar and punctuation (the highest band) compared to 13.2% of the State. 80.6% of our Year 5 students were placed in the highest two bands in grammar and punctuation compared to 37.9% of the State.

Numeracy – NAPLAN Year 5

In 2013, 98 Year 5 students sat for the NAPLAN in numeracy. This included number, patterns and algebra, measurement, data, and space and geometry. The analysis of our Year 5 NAPLAN data in numeracy shows that these students performed well above the State average in all areas. 84.7% of our Year 5 was placed in the two highest bands in data, measurement, space and geometry compared to 33.1% of the State. 84.6% of our Year 5 students were placed in the highest two bands in number, patterns and algebra compared to 30.2% of the State.
Progress in Literacy

Those students who sat the Year 5 NAPLAN in 2013 and who also sat for the Year 3 NAPLAN Test in 2011 had some comparison of their growth in reading and numeracy, measured over the two assessments. In reading, the average growth of these students between Year 3 and Year 5 was 87.2 points (average State growth 83.2 points). In grammar and punctuation their average growth was 64.7 (average state growth: 77.7). In Spelling the school recorded average growth between Year 3 and 5 of 94.9 (average state growth: 84.0). In Writing the school recorded average growth between Year 3 and 5 of 67.9 (average state growth: 55.3).

Progress in Numeracy

In numeracy, the average growth of these students between Year 3 and Year 5 was 140.8 (average state growth was 88.5).

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9. The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Significant programs and initiatives

Aboriginal education

Students advanced their knowledge of Aboriginal history and culture through curriculum studies in the Key Learning Areas of Human Society and Its Environment, Creative Arts and English.

Multicultural education

a) Community Language Programs

Our full-time Mandarin teacher, Mrs. Pauline Zhao, and part-time (3 days) Korean teacher, Mrs Anna Kim, continued the successful Community Language programs throughout 2013. These programs focus on maintaining the mother tongue of students in these languages. The Mandarin program extended from Kindergarten to Year 2 and the Korean program from Kindergarten to Year 6.

Mrs Zhao organised and coached 30 of her students to participate in the Chinese Eisteddfod.
2 groups of 15 children (4-6 years of age) and (7-9 years of age) were entered into the 2013 National Chinese Eisteddfod held in May at Strathfield Girls High School. Students recited poems and competed against students from 40 schools. Students were marked by voice projection, correct pronunciation and intonation, expression, co-operation within the group and general presentation. Carlingford West was awarded 2nd prize in the 4-6 years age group (year 1 and 2) and 1st place in the 7-9 age group (years 2, 3 & 4’s students).

21st Century Learning iPad P&C Project

From 2014 21st century learning will become mandatory for all NSW schools with the introduction of the National Curriculum and the NSW K-10 English Syllabus.

In Term 3 2012, Mrs Verisan, Mr Taylor and Miss Vale visited several schools in and around Sydney, successfully deploying iPads in classrooms as an enabler of 21st century learning. In visiting these schools it was evident that the successful use of iPads in the classroom, particularly in a 1:1 model could help students to build their creativity, collaboration, communication and critical thinking.

In late 2012, Mrs Verisan and Mr Taylor wrote a plan and presented a submission for funding to the school’s Parents and Citizens’ Association. The plan was accepted by the P&C and focussed on the installation of WIFI in the administration building, the library, the hall and all stage three classrooms and the deployment of 1:1 iPads for all 93 year 6 students.

In December 2012 a submission for funding available under the Connected Communities 21 project with the Macquarie ICT Innovation Centre was successfully submitted to provide extra funds to support a 21st century action learning project for all stage three staff. This project engaged the services of Dr Kristy Goodwin a leading 21st century researcher and author. Ms Goodwin led the pedagogical development of staff in term two where staff used the TPACK model to transform their understanding of the gen z learner and their needs in the 21st century classroom and how the iPad can be best utilised to enable 21st century learning.

In January 2013 5 staff from Carlingford West travelled to California to view 6 public and private schools successfully deploying iPads 1:1, including Monte Vista Christian School in Watsonville, the first school in the world to use iPads. Staff funded their own trip and together formed a clear vision of how iPads could be successfully used to support 21st century learning at Carlingford West and determination of the ‘core apps’ to be installed on each iPad with Apple Configurator.

In May the project was expanded and an additional batch of 32 iPads was purchased to support 3.5 classes across grade 5.

In June Carlingford West staged a 21st century learning conference for 120 teachers from 45 different schools across Sydney. The conference featured speakers from Monte Vista Christian School, California, NSW DEC ITD, Apple Australia and Dr Kristy Goodwin. Staff and students from Carlingford West also led workshops for visiting staff. 100% of participants stated in a post conference survey that they would recommend a follow up event to colleagues.

Also in June, Carlingford West received a very generous donation of 23 new iPad Minis and 25 used iPad 1s from Monte Vista Christian School, enabling further expansion of the project to encompass Year 4 and K-2. Special thanks must go to Mr Steve Sharp, Headmaster Monte Vista Christian School for his support of our initiative.

In August the WIFI network was expanded through the generosity of the P&C to include all teaching and learning spaces across the whole school. Airserver software has been installed throughout the school enabling staff and students to ‘airplay’ their iPads to smartboards.

In Term 3 and 4 Miss Brown and Mrs Turner led the Year 4 staff through a replication of the stage three pedagogy action research project completed earlier in the year with Dr Goodwin.

On the last day of Term 3 the school staged an ‘iPad open day’ for interested parents in the hall. The event was very successful with about 40 parents attending.
In Term 3 students in Year 6 participated in a survey on the use of iPads in the classroom. 92% of 135 students surveyed agreed that the iPad had helped them with their learning in 2013.

In Term 4 Mr Taylor and Mrs Verisan developed a Bring Your Own Device (BYOD) policy for the school and presented it to 2014 stage three parents at a parent forum in November. Through this policy it is proposed that students will be invited to bring their own iPad to use at school from home for 2014. With a small take up of this invitation, the school’s existing resources can be further expanded to enable more classes to access iPads at Carlingford West in 2014. This important step will also facilitate opportunities for anywhere, anytime learning for our senior students. This project has seen students provided dramatically increased opportunities to communicate, collaborate, critically think about and consume information and to create and respond in ways to information previously not thought of. This project has also seen staff develop deep knowledge and understanding of gen z learners and 21st century learning and has helped the school develop a sound platform for the delivery of the new National Curriculum.

Special thanks go to Miss Vale, Miss Brown, Mrs Candi, Mrs Singleton Turner, Mrs Seebacher, Mrs Roberts, Mr Martel, Mrs Verisan, Mr Diodati and Mr Taylor.

Book Week – ‘Read Across the Universe’

The theme this year was “Read Across the Universe” and our students decorated our library based on this theme. All students were engaged in various activities ranging from a visit from a poet, a wildlife photographer and author. Kindergarten students were involved in a series of literature enrichment sessions and wrote their own eBook.

All the shortlisted books were promoted during library lessons and Stage 3 students produced book trailers using their iPads for presentation to younger readers.

The Book Week celebrations culminated with the Book Character Parade when every student and teacher K-2 came to school dressed as a book character. The students also had the opportunity to buy many new books at a book fair held in the library.

The Premier’s Reading Challenge provided the students with an excellent bibliography of suitable books for reading for leisure. We celebrated 225 students completing the challenge this year.

Mrs Verisan
Librarian
Student Welfare – PBL and You Can Do It!

Over 2013, CWPS continued with the Positive Behaviour for Learning (PBL) program throughout the school. This program has served as the basis for effective school wide management of student behaviour with a consistent approach across the whole school. Our school rules - ‘Being Safe; Being respectful, Being a Learner’ - were reinforced with a weekly focus.

In term 1 the You Can Do It! social and emotional program was introduced at Carlingford West to supplement PBL. Staff were introduced to the program through a 4 hour workshop delivered by a specialist YCDI trainer. This student focused program was introduced to help students at Carlingford West identified as lacking in confidence, resilience and organizational skills. The program focusses on the development of positive habits of the mind that together help students achieve the 5 keys to success:

- Resilience
- Confidence
- Persistence
- Organization and
- Getting Along

All staff K-6 have followed a scope and sequence from term 2 whereby the keys to success are developed through weekly in-class activities that focus on replacing negative habits of the mind with positive habits. With the introduction of You Can Do It!, the school’s rewards system was revised; PBL tokens have been replaced with YCDI key coupons, designed to specifically reward different kinds of positive behaviours that reflect the positive habits of the mind. Students collect these key coupons and paste them into their YCDI! booklets.

Progress on 2013 targets

Target 1

To improve the literacy outcomes for all groups of learners.

Our achievements include:

- The analysis of Best Start and NAPLAN data to measure outcomes on the learning continuum and determine students’ skills and strategies.

  Analysis of 2013 NAPLAN data shows:
  
  - 69.2% of students achieved minimum growth.
  - All Year 3 students and 93% of Year 5 students achieved National Minimum Standards.
  - 75% of Year 3 students and 67.4% of Year 5 students achieved in the top two NAPLAN result bands.

- Provision of authentic feedback to assist students develop their knowledge and ability.

- Extensive professional learning in preparation for the implementation of the English National Curriculum and NSW Board of Studies English Syllabus in 2014.

- Action learning professional learning project targeting higher end readers in all classrooms K-6.

- Continued refreshment and replacement of K-2 reading resources to meet the needs of the incoming new English syllabus and a growing student population.

Target 2

Increased achievement for all students in Numeracy.

Our achievements in 2013 include:

- The analysis of Best Start and NAPLAN data to measure outcomes on the learning continuum and determine students’ skills and strategies.

- Analysis of 2013 NAPLAN data shows:
  
  - 87.9% students achieved expected growth in Numeracy.
  - 96% Year 3 students and all Year 5 students achieved National Minimum Standards in Numeracy in 2013.
  - 78.6% Year 3 students at Carlingford West scored in the highest two bands and that 83% Year 5 students scored in the highest two bands. The Year 3 result did not reach the 77% target set while the Year 5 result exceeded the target of 70%.
• Provision of authentic feedback to assist students develop their knowledge and ability.

• Introduction to Mathematics National Curriculum and NSW Board of Studies Mathematics Syllabus for staff K-6.

• New Mathematics K-6 Policy drafted for whole school implementation in 2014 in line with new syllabus.

• New whole school scope and sequence drafted for whole school implementation in late 2014.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school evaluated one curriculum area and one management area. These were Literacy and student rewards.

Literacy
This year the area chosen for the curriculum evaluation was Literacy.

Background
Literacy has remained the school’s focus area in recent years. Literacy surveys were completed by parents, students and staff. NAPLAN, Best Start and school assessment data were analysed.

Findings and conclusions
All students 2-6 completed the 2013 Literacy survey. The results included:

• 86% students felt they had improved their reading, writing and talking and listening skills while 11% were undecided.
• 86% students felt they had improved their spelling skills while 8% were undecided.
• 79% students felt they had improved their punctuation skills while 13% were undecided.
• 80% students felt they had improved their grammar knowledge, while 13% were undecided.
• 83% students felt they had improved their vocabulary while 12% were undecided.
• 82% students felt they had improved their understanding of the different text types and
• 91% students reported that

Future directions
• Continue to build staff knowledge and understanding in working with the new NSW K-10 English Syllabus.
• Further action learning for staff K-6 specifically targeting high end readers and writers.
• Specific staff professional learning in NAPLAN marking criteria and consistency in teacher judgement.

Parent, student, and teacher satisfaction
In 2013 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

All students in years 2-6 completed the 2013 Student Satisfaction Survey. The results included:

• 94% students agree or mostly agree that that they like to go to school each day.
• 95% students agree or mostly agree that they are a success as a student at school.
• 94% students agree or mostly agree that they feel happy at school.
• 13% students agree or mostly agree that they are lonely at school.
• 97% students agree or mostly agree that they are proud to be a student at Carlingford West.
• 89% students agree or mostly agree that their teacher takes time in helping them with their work.
• 13% students agree or mostly agree that they feel worried at school.

576 surveys were returned in 2013 for the Parent Satisfaction Survey. The results included:

• 95% parents agree or mostly agree that their child likes to go to school each day at Carlingford West.
• 98% parents agree or mostly agree that their child is successful as a student at school.
• 97% parents agree or mostly agree that their child feels happy at school.
• 9.1% parents agree or mostly agree that their child is lonely at school.
• 96% parents agree or mostly agree that their child feels proud to be a student at school.
• 96% parents agree or mostly agree that their child’s teacher takes time in helping their child with their work when needed.
• 10% parents agree or mostly agree that their child feels worried at school.

These results show that parents and children agree that overall Carlingford West PS is a happy, welcoming and supportive school environment. These results also show that approximately 10% of our students feel lonely and anxious. This re-enforces staff perception that the development of student social and emotional well-being and positive habits of the mind throughout the You Can Do It! program to be an important area of focus for 2014.

Professional learning

In 2013, staff engaged in meaningful, interactive, differentiated whole school, group/team and individual teacher professional learning. Teachers used professional learning plans, school targets and DEC priorities to engage in action learning. Throughout 2013, all staff participated in an extensive series of online professional learning modules based on the learner and the new curriculum and the new NSW K-6 Syllabuses led by facilitators from the school’s Literacy Team. These online modules focused on aspects of the new Australian Curriculum and prepared teachers for the implementation of the new NSW K-6 Syllabuses, commencing with the implementation of the English K-6 Syllabus in 2014. In Term 4 teachers were required to collaboratively plan explicit and systematic units of work based on the new English Syllabus to be implemented at the beginning of 2014.

Staff K-6 also participated in a series of professional learning sessions relating to our student welfare program, ‘You Can Do It’ (YCDI). The YCDI program engages all students in a series of explicit teacher led lessons aimed at building social and emotional well-being in students through the 5 keys to success. All staff also participated in the ‘top reader’ literacy action research project, where teachers participated in professional learning sessions in the area of explicit reading strategies to extend ‘top readers’. Teachers identified high achieving students in reading, implemented the project teaching strategies and tracked those students’ reading progress over time.

Stage 3 teachers participated in the Macquarie University ICT Century 21 Connected Communities Project which incorporated our school’s iPad project for 2013. Stage 3 teachers participated in a series of workshops on the effective use of iPads in classrooms and 21st century learning skills facilitated by our academic partner, Dr Kristy Goodwin. These teachers also engaged in 1:1 professional learning sessions with Dr Goodwin in order to further develop their knowledge and understanding of the effective implementation of digital technologies, including iPads into classroom programs. In Term 3, this professional learning was extended into Stage 2 whereby Stage 3 teachers mentored Stage 2 teachers in 21st century learning and iPad integration.

School Development Days (SDD) were held on the first day of Term 1, the first day of Term 2, the first day of Term 3 and the last two days of Term 4. This time was dedicated to professional training in system and school priorities, with a special focus on the new curriculum. CWPS hosted our combined Upper Cumberland Learning Community (UCLC) SDD at the beginning of Term 3. This combined initiative included 120 teachers from 5 schools across our UCLC. The SDD included two high quality keynote presentations, one on 21st century learning and one on teaching reading as well as 11 workshops. All teachers attended
both keynote presentations and two workshops. Teacher surveys of this event indicated that 100% of teachers felt that the workshops catered for their individual professional learning needs and that they would like similar combined teacher professional learning activities in the future. During School Development Days in 2013 staff developed knowledge, skills and understanding in the following areas:

- National Curriculum and the New NSW English Syllabus;
- 21st century learning skills and Gen Z Learners;
- iPads – educational / pedagogical transformation and the effective integration of the device into the classroom;
- Board of Studies Program Builder;
- Educational iPad apps;
- Programming in English for the new curriculum;
- Comprehension strategies;
- Teaching reading
- Attendance roll marking procedures
- EAL/D professional learning

Other Professional Learning experiences for all staff included anaphylaxis training, CPR training, EAL/D updates, the new NSW Mathematics K-6 Syllabus, 2012 and 2013 NAPLAN analysis, Child Protection updates, Local Schools / Local Decisions and the Resource Allocation Model and comprehension strategies.

School planning 2013—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

To improve the literacy outcomes for all groups of students

2014 Targets to achieve this outcome include:

- To improve the reading and viewing outcomes of students; and
- To improve the writing and representing outcomes of students

These targets will be measured by:

Reading

- 75% achieve minimum growth in reading and viewing NAPLAN
- Year 3 0% of students below minimum standard
- Year 5 4% of students below minimum standard
- Year 3 80% of students in top 2 bands
- Year 5 85% of students in top 2 bands

Writing

- 72% achieve minimum growth in writing and representing NAPLAN
- Year 3 4% of students below minimum standard
- Year 5 5% of students below minimum standard
- Year 3 87% of students in top 2 bands
- Year 5 47% of students in top 2 bands

Strategies to achieve these targets include:

- To continue to develop and refine effective assessment of Literacy skills among all staff;
including development of Consistent Teacher Judgment within and across stages

- To increase staff knowledge and use of the Literacy continuum for all teachers K-6; development of shared and consistent understanding of student outcomes & evidence

- To provide continued professional learning for teachers, which addresses the needs of EALD students & students requiring learning support

- To provide continued professional learning on the implementation & analysis of units of work using the new English Syllabus

- To implement strategies which will continue to improve reading comprehension

- Development and use of quality rubrics K-2 and 3-6 with explicit criteria to assess writing

- Continued purchase of resources including home readers, quality literature, big books and technology resources to engage all students

**School priority 2**

**Outcome for 2012–2014**

Increased achievement for all students in Numeracy.

**2014 Targets to achieve this outcome include:**

- 90% of students achieving expected growth in Numeracy as reflected in Year 5 NAPLAN and school assessment measures.

- Decrease in students scoring in lowest two bands in NAPLAN Numeracy to 4% in Year 3 and 0% in Year 5.

- Increase in the proportion of students placed in the top two bands in Numeracy as reflected in the NAPLAN results to 75% in Year 3 and 80% in Year 5.

- Years 3-6 students to achieve an average of 3 marks improvement in whole school numeracy assessment results annually.

**Strategies to achieve these targets include:**

- Implementation of the new Carlingford West PS Mathematics Policy K-6;

- Monitor and evaluate the implementation of NAPLAN and school based data in whole school, stage and classroom planning;

- Development of a whole school Mathematics Scope and Sequence based on the new school Mathematics Policy, the new Mathematics K-6 Syllabus and the K-6 Numeracy Continuum;

- Implementation of high quality professional learning program for staff in;

- assessment strategies (assessment for learning) and consistency of teacher judgment;

- the new Mathematics K-6 Syllabus;

- the effective use of Best Start and PLAN data as well as the K-6 Numeracy Continuum.

- effective problem solving strategies and development of higher order thinking skills through the integration of innovative technology.

- Teaching and learning programs to be based on the new Mathematics K-6 Syllabus in preparation for implementation in 2015 and

- Develop school based assessment measures to support collation and analysis of school based data.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: