

# Carlingford West Public School

## Annual Report



2017



4393

## Introduction

The Annual Report for 2017 is provided to the community of Carlingford West 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.

Andrew Williamson

Principal

### School contact details

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### Message from the Principal

It is my pleasure to present the 2017 Annual School Report for Carlingford West Public School.

The report presents an overview of the school and provides parents and the wider community with information about the school's educational performance, self–assessment, development and future goals. Our progress and achievements are reported against the school's 2015–2017 strategic directions including a summary of the use of school finances.

Throughout the year, I have taken great pride in the exceptional qualities and achievements of our students that have enhanced the standing of Carlingford West Public School as a school of excellence throughout the wider community.

In 2017, our students have demonstrated the school values of respect, responsibility and success. This has been evident in respecting the rights of other students, taking responsibility for their learning and behaviour, and developing a growth mindset enabling them to become resilient and successful learners.

To reflect on the achievements of the school is an important process and has highlighted the strong, collaborative efforts and professional commitment of our executive, teachers and staff that have enabled our students to experience wonderful success in their learning and considerable enjoyment in their life beyond the classroom.

Our teachers have demonstrated their professionalism, pastoral care and commitment to the school throughout the year. This has been evident in the time devoted to their professional learning, spending many hours consolidating their teaching skills to support the strategic directions of the school.

As a team, the staff provided a variety of learning experiences in addition to their teaching responsibilities and specialist roles to enrich the lives and learning of students. In addition, our administrative staff supported the smooth operation of the school and provided quality customer service to the parent body and extended community.

Staff and students have been well supported by an active Parents and Citizens Association and a committed parent community who worked closely with the school to further enrich school programs and facilities.

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.

Carlingford West Public School is truly an exemplary model of a quality Public Education.

Andrew Williamson

Principal

## School background

### School vision statement

Carlingford West Public School is a vibrant and innovative learning community that is dedicated to delivering excellence within a rich and diverse learning environment. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school. We are committed to inspiring and encouraging our students to become confident, resilient lifelong learners and responsible global citizens.

### School context

Carlingford West Public School was established in 1967 and is located within the Hills District and the federal electorate of Parramatta. The school is set in a quiet residential location and features include spacious, leafy surrounds.

Student enrolment numbers at the end of 2017 were 1230. 92% of our students are from a non-English speaking background and represent a wide variety of cultural groups, primarily Chinese, Korean and Indian.

Korean and Chinese Community Language programs are offered to students. The BYOD policy and iPad deployment support the development of 21st century learning skills.

The school provides opportunities for students to participate in a large variety of sporting and cultural pursuits in addition to our academic programs. Extra curricula activities are available in areas such as table tennis, tennis, art and chess.

Students are encouraged to develop their leadership skills through participation in the Student Representative Council, Buddy Patrol and House Captain roles. The school has a strong focus on the social and emotional wellbeing of all students through the You Can Do It! program.

Parents value education and are very supportive of the school and its programs. The P&C actively support school improvement.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

### Learning

In the domain of learning, our focus has been on creating engaged successful learners who achieve their potential. Carlingford West Public School prides itself on supporting students in all aspects of their learning to establish the key principles of equity and access for all learners. We continued to look at ways to actively collect and use data sources to inform teaching and learning practices and to further support students.

Carlingford West Public School has created a supportive and collaborative learning culture with all stakeholders in the community. The school's strong commitment to community engagement, student wellbeing, enrichment and learning support programs support the judgment that Carlingford West Public School is excelling. The school, in responding to a changing world, provides students with opportunities to engage in a range of activities, including PSSA, musical pursuits such as Band, Choir, Dance and eisteddfod performance groups. All of the extra-curricular opportunities have provided our students with the various means to reach their full potential as a whole child.

Our continued work in the area of new curriculum development and implementation has included extensive work around STEM and ICT capabilities. We ensure staff are continuing to align teaching and learning with the New South Wales syllabus documents for the Australian Curriculum in a consistent approach that differentiates for learner abilities.

We believe at Carlingford West Public School we are creating engaged, successful learners who achieve their potential.

## Teaching

In the domain of Teaching, our focus has been on staff participating in professional development across the curriculum in order to deliver high quality classroom practice. Our focus has been to embed and sustain school practices where teachers take responsibility for ongoing learning, professional growth and career development to improve student outcomes across the curriculum.

Assistant Principals, alongside the Deputy Principals, work closely with teachers to regularly interpret and use data to inform their teaching programs and pedagogical practices. Evidence of differentiation is seen across the school but in particular within key milestones for transformative practices in Literacy and Numeracy. Staff have embraced the Professional Development Plan process. Teachers are required to align their professional development goals to the school's Strategic Plan and reference this when providing evidence to support their growth towards goals. The alignment of professional goals and the Strategic Plan has built commitment to supporting whole school programs such as visible learning and conceptual planning and has ensured relevance for individual professional learning. As a result of the collaborative culture and a willingness to engage with other colleagues, staff at Carlingford West Public School have led and participated in wider collaborative networks with other schools.

Staff have been able to share their expertise and celebrate their success with the wider community. The school strategic direction of quality classroom practices and professional learning is constantly addressed and reviewed. We believe at Carlingford West Public School, our staff is participating in professional development across the curriculum in order to develop high quality classroom practices. When designing the innovative, targeted professional learning model for 2017 priority was given to focus areas as reflected in staff Professional Development Plans.

## Leading

In the domain of Leading, our focus has been building on a positive school culture supported by collaboration within our school and across community of schools. We have developed a strong commitment, where Carlingford West Public School is being recognised as a central part of our community. Through productive relationships with external agencies such as universities we aim to improve educational opportunities for students.

Through the PEX project, our work with Macquarie University, Carlingford West Public School endeavours to develop quality experiences for Teacher Education Students by developing the leadership skills necessary for teachers to become quality mentors. As a school we recognise that leadership development is central to school capacity building and we continue to mentor and provide experiences for staff as well as students who are aspiring school leaders. In 2017, a significant research project was undertaken involving Macquarie University staff, local public schools and third party agencies with a focus on STEM and 3D printing. We also understand that creative and innovative ways of using school resources can help maximise student learning.

Our Parents and Citizens Association executive meet regularly with the Principal to discuss school matters. We have investigated using our teaching and learning spaces in a flexible and fluid way to maximise learning opportunities. As a school we are committed to ensuring that the school is well resourced to support newly created units of work to meet new Syllabus requirements and that current technologies are accessible to staff and students.

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/sef-evidence-guide>

## Strategic Direction 1

Challenged, engaged and resilient learners

### Purpose

To provide challenging and engaging learning experiences to enable all students to achieve their potential to become successful citizens both now and in the future. They will be resilient learners who are reflective and able to make informed choices about their learning.

### Overall summary of progress

Data, from internal and external sources, was utilised in 2017 to track student achievement and inform future planning. This ensured that every student was provided with quality, targeted learning opportunities. Reading benchmarks and targets were set and communicated to all staff followed by the implementation of intensive professional learning to support programs and practices for growth and achievement. In 2017, additional support was provided to teachers and students in the areas of writing and digital literacy. Tiered and targeted professional learning modules were developed for all staff on differentiation, English language proficiency and gifted and talented education to ensure access and equity for all students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
95% of students achieving cluster level benchmarks in literacy and numeracy using PLAN	\$15 000.00 Resourcing \$10 000.00 Professional Learning	97% of students in Early Stage One achieved exit Reading Benchmark levels.  96% of students in Stage One achieved exit Reading Benchmark levels.  97% of K–2 students achieve cluster benchmark levels in literacy and numeracy using PLAN.  95% of 3–6 students achieve cluster benchmark levels in literacy and numeracy using PLAN.
92% of students from Year 3 to Year 5 exhibit positive growth in the value added component of NAPLAN	\$12 000.00 Resourcing \$15 000.00 Professional Learning	Differentiation strategies embedded in class programs for EALD students and students identified with learning assistance needs.  Implementation of Visible Learning across classes K–6.  32% increase in student engagement in Gifted and Talented programs and opportunities for Years 3 – 6.  92% of students from Year 3 to Year 5 exhibited positive growth in the value added component of NAPLAN.

### Next Steps

- Explicit literacy and numeracy lessons utilising grade and stage specific data.
- Effective use of learning spaces by maximising outdoor learning and play areas to provide innovative opportunities for students to explore and learn in a flexible environment.

## Strategic Direction 2

Quality, innovative and reflective pedagogy

### Purpose

To lead and inspire all teachers through quality professional development that will result in deep pedagogical knowledge and reflective and responsive practices in order to maximise learning outcomes.

### Overall summary of progress

During the year, quality teaching and learning has been evident in all classrooms, with the provision of strong professional development for all teachers. The school's focus has included enhancing programming and assessment in the area of writing and ensuring that a strong enrichment program is evident for targeted students in classrooms. Extensive professional learning was implemented to develop conceptually planned units of work, embedding ICT capabilities across curriculum disciplines.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A clear, well sequenced whole school plan for curriculum delivery that incorporates the BOSTES syllabus documents and principles of conceptual planning.	\$10 000.00 Resourcing \$10 000.00 Professional Learning \$12 000.00 Teacher Release	K–6 Scope and Sequences were developed, implemented and reviewed across all Key Learning Areas.  Cross curriculum links and ICT capabilities embedded in teaching and learning programs across Science, Technology, Engineering and Maths.  Conceptual Planning Units were developed and trialled using the integration of Science, History, Geography and Creative Arts.
Professional Development Plans for 100% of staff demonstrating reflective practices, identification of professional goals and links to the Australian Professional Teaching Standards.	\$12 000.00 Professional Learning	100% of staff completed PDPs and 96% of staff achieved set professional learning goals, as shown through evidence.  Rigorous professional learning provided to executive staff on coaching with impact on reflexive practice and feedback to and from colleagues and students.  Teachers have developed skills to use PLAN, NAPLAN and other external assessment tools to inform teaching and learning programs and areas for professional growth.

### Next Steps

- Using the School Excellence Framework, teams will develop a well sequenced curriculum based on Choice, Balance and Diversity. We will value individual differences and provide for the different learning needs of all students through an inclusive curriculum.
- Teacher professional learning ensures all classrooms are models of innovation and Future Focused Learning where all students are challenged and excel.
- Through mentoring and professional learning, develop and implement evidence-based teaching practices.

## Strategic Direction 3

Dynamic and collaborative educational community

### Purpose

Through systematic and transparent practices we will strengthen participation within and across the school community to develop partnerships that create a culture of collaboration, communication and engagement.

### Overall summary of progress

Carlingford West Public School has maintained and developed a broad network of partnerships that add to the rich and diverse learning opportunities offered to students. Our community of schools partnership has continued to thrive through participation in joint staff development days, professional learning workshops and teacher exchanges. In 2017, the school created opportunities to broaden and extend relationships with rural and remote schools in Far West and Central West New South Wales. Intercultural understanding and knowledge was developed for staff and students who attended the city country alliance delegation trips and exchange.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
60% increase in participation and engagement in communities of practice.	\$5 000.00 Resourcing \$4 000.00 Professional Learning	Stage 3 & Stage 5 students worked collaboratively between Carlingford West Public School, Cumberland High School and James Ruse Agricultural High School.  Staff from Carlingford West Public School and community of schools participated in joint staff development day and professional learning sessions about 21st century learning, Visible Learning and higher levels of accreditation.
Partnerships are established at the local, national and global level that connect relevant and meaningful student and staff learning.	\$8 000.00 Professional Learning \$10 000.00 Teacher Release \$100 000.00 Professional Experience Hub	Networks for accreditation at Proficient & Highly Accomplished level formed and maintained for staff across the community of schools.  Professional Experience Hub initiatives were created such as mentoring groups led by staff for teacher education students, participation in professional learning module development with Macquarie University and collaboration with Hub schools on quality practicum placements.  City Country Alliance partnerships were extended and continued development with schools in Broken Hill and Moree regions, including a student leadership group attending Mungo Youth Project.

### Next Steps

- Develop teacher efficacy and capacity through high quality and targeted professional learning provided by educational institutions such as Macquarie University.
- Develop a connectedness with families, the broader community, AECG and the school through the implementation of quality programs including a yarning circle, culturally appropriate learning programs.
- To drive excellence the large school network will meet regularly to provide support and create innovative practices to best meet the needs of staff, students and community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1 259.00	Funding was used to support students in the classroom with the provision of resources to ensure equity in access to the curriculum.
<b>English language proficiency</b>	\$609 000.00	Students from non-English speaking backgrounds form 85% of the school population. The English as an Additional Language or Dialect (EALD) allocation included 5 full-time teachers plus additional staffing two days per week. Students are supported in the classrooms with additional resources to enhance their English language acquisition. Students from a NESB continue to achieve highly in NAPLAN tests and Australian Schools Competitions.
<b>Low level adjustment for disability</b>	\$102 205.00	All students requiring adjustments and learning support are catered for within the classroom through differentiated programming and teaching. The school's Learning Support Teacher (LaST) allocation is two and a half days per week and this program is strongly supported by the engagement of two full time School Learning Support Officers (SLSOs). SLSOs are employed to support students who receive targeted funding and students identified as having low level adjustment disability needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$190 000.00	Quality Teaching, Successful Students(QTSS) funding allowed our leadership team to enhance professional practice by using evidence-based strategies to improve the quality of classroom teaching and learning through the collaborative practice of mentoring, feedback and reflective practice. This resourcing has increased our local decision-making authority and has been utilised to support teachers at all stages of their careers. By developing, supporting and inspiring exemplary standards of teaching practice we are in turn, improving student engagement and growth towards outcomes. Three Assistant Principals were released from class to mentor staff in quality teaching practices.
<b>Socio-economic background</b>	\$17 067.00	Funding was used in this equity area to support students in accessing areas of the curriculum, increasing student engagement and participation and through the provision of necessary resources.
<b>Support for beginning teachers</b>	\$90 227.00	In 2017 we supported eight beginning teachers through Great Teaching, Inspired Learners (GTIL) funding. These teachers worked with mentors to improve classroom practice and differentiation of student programs. In addition, all beginning teachers were guided and supported through the process of accreditation at proficiency and four teachers were supported to complete their accreditation maintenance.
<b>Targeted student support for refugees and new arrivals</b>	\$122 000.00	The school received New Arrivals Program (NAP) funding throughout the year to support

<b>Targeted student support for refugees and new arrivals</b>	\$122 000.00	students newly arrived in Australia. NAP students have been supported through intensive withdrawal support programs which target English language acquisition in oral language development, reading and writing.
<b>Professional Experience Hub Initiative</b>	\$100 000.00	Our school continued its partnership with Macquarie University in order to build expertise in high quality professional experience programs for teacher education students. During the third year of the project, we have continued to sustain strong connections with our university and continued our innovative plan to deliver high quality support and supervision, whilst building mentoring capabilities of staff and enhancing teacher expertise across five schools. The Professional Experience Hub initiative had a strong research focus on STEM and the integration of 3D Printing technology. This project has included the development of policies, procedures and products tailored to the needs of the school and university.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	445	472	536	612
Girls	406	444	514	588

Carlingford West Public School had a student enrolment of 1230 students at the conclusion of the school year. 2017 was a year of significant growth in student enrolments. This growth is due to the development and occupation of medium to high density housing estates within our school catchment.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.8	95.8	96.3	96.5
1	96.3	96.1	96.6	96.6
2	97.3	95.9	96.5	95.9
3	97	95.6	96	96.5
4	97.1	96	97.1	97.1
5	97.3	96.6	97.3	96.9
6	96	95.1	94.4	94.7
All Years	97	95.8	96.4	96.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Student attendance at Carlingford West Public school is stable with attendance rates exceeding the state average. Rolls are marked electronically and attendance is monitored by teachers on a daily basis. Notes for non-attendance are provided by parents and caregivers and followed up by staff where necessary.

Our school attendance is affected to a large degree by families taking holidays during school terms.

Carlingford West Public School is proactive in managing students of non-attendance. Together with the Home School Liaison Officer (HSLO) students, whose attendance is of a concern, are identified and monitored closely. Student attendance is tracked closely through:

- Weekly attendance reports to the Deputy Principal
- Termly attendance reports to the HSLO
- Consistent communication with parents by notification letter, telephone and interview
- Strict compliance and adherence to the Department of Education Attendance Policy and Procedures
- Meetings between the Deputy Principal, HSLO, Parents and external support agencies to discuss areas of concern and ways the school can support student attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	44.71
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	1.8
Teacher of ESL	5.4
School Counsellor	1
School Administration & Support Staff	6.67
Other Positions	3.6

\*Full Time Equivalent

Carlingford West Public School has a large and talented workforce composed of beginning to highly experienced teachers. In 2017, 1 member of staff identified as being of Aboriginal or Torres Strait Islander descent.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	32

## Professional learning and teacher accreditation

The staff at Carlingford West Public School participated in professional learning on a weekly basis as well as participating in collaborative planning time in Stage groups. Staff participated in a number of professional learning activities designed to build the capacity of staff to achieve some of our key priorities as set out in our School Plan. Professional learning at Carlingford West Public School is expertly designed to build capacity, knowledge and skills for early career and experienced teachers as well as aspiring and current school leaders.

In 2017, staff had access to a range of professional learning opportunities including:

- Maintenance of compliance training such as Anaphylaxis and Asthma training, CPR and e-Emergency Care courses and Child Protection modules
- External and online courses for teachers to enhance their knowledge of how to further accommodate students diagnosed with Autism Spectrum Disorder
- Courses, including EALD Induction and Teaching English Language Learners, for EALD and Community Language teachers
- Apple Australia courses about the effective use and integration of technology for 21st Century learners
- Executive attending GROWTH Coaching training days

Individual staff also had the opportunity to participate in workshops and training on a range of topics and current educational issues such as Aboriginal Education, Sports Coaching, Gifted and Talented Education, Learning Support Strategies. One of the Deputy Principals was selected to participate in the focus group for the Education for a Changing World Symposium.

Whole School Professional Learning has included meetings and workshops in the following areas:

- Conceptual Planning
- Science & STEM
- Student Wellbeing – You Can Do It!
- Staff Wellbeing
- Learning Conferences

Carlingford West Public School hosted the Community of Schools Proficient Teacher Accreditation Network for staff seeking accreditation with NESA at the Proficient

level. 8 teachers attended the network meetings and were successful in gaining accreditation at Proficient level in 2017. 20 staff are currently maintaining accreditation at Proficient level and 1 staff member is maintaining accreditation at Lead level. 38% of staff at Carlingford West Public School are accredited at Proficient level or higher.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	350,690
<b>Revenue</b>	9,845,780
Appropriation	8,904,958
Sale of Goods and Services	54,173
Grants and Contributions	880,873
Gain and Loss	0
Other Revenue	0
Investment Income	5,776
<b>Expenses</b>	-9,749,210
Recurrent Expenses	-9,749,210
Employee Related	-8,393,874
Operating Expenses	-1,355,336
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	96,570
<b>Balance Carried Forward</b>	447,260

The Principal is responsible for the financial management of the school to meet policy requirements. The School Administration Manager under the guidance of the Principal, performs the day to day management of the school's finance.

School project teams were established under the school's strategic directions to develop strategies and implement these within their budgets.

Funds carried forward will be used to pay outstanding accounts, including casual teacher relief salaries and staff salaries. Savings will be expended in 2018 on school and capital programs.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	7,022,888
Base Per Capita	160,468
Base Location	0
Other Base	6,862,420
<b>Equity Total</b>	729,975
Equity Aboriginal	1,259
Equity Socio economic	17,067
Equity Language	609,444
Equity Disability	102,205
<b>Targeted Total</b>	80,958
<b>Other Total</b>	543,961
<b>Grand Total</b>	8,377,782

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

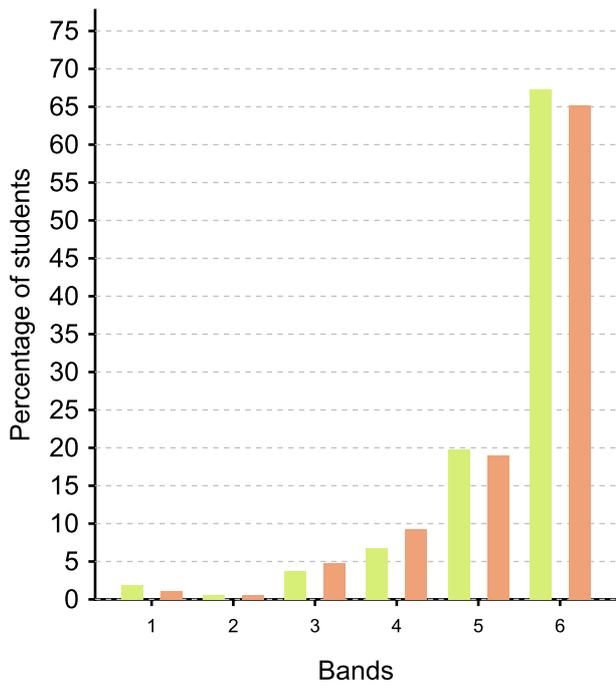
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The following graphs provide an overview of student performance in Reading, Writing, Grammar and Punctuation and Numeracy. In 2017, students in Year 3 and Year 5 demonstrated outstanding achievement in NAPLAN assessments, in particular our positive trend data in Year 3 Numeracy and positive growth for 85.4% growth for Year 5 students in Numeracy. To ensure our achievement and growth results were sustained and improved in 2017, funding was utilised to release two expert Assistant Principals to build capacity and support classroom teachers in explicit instruction in literacy and numeracy.

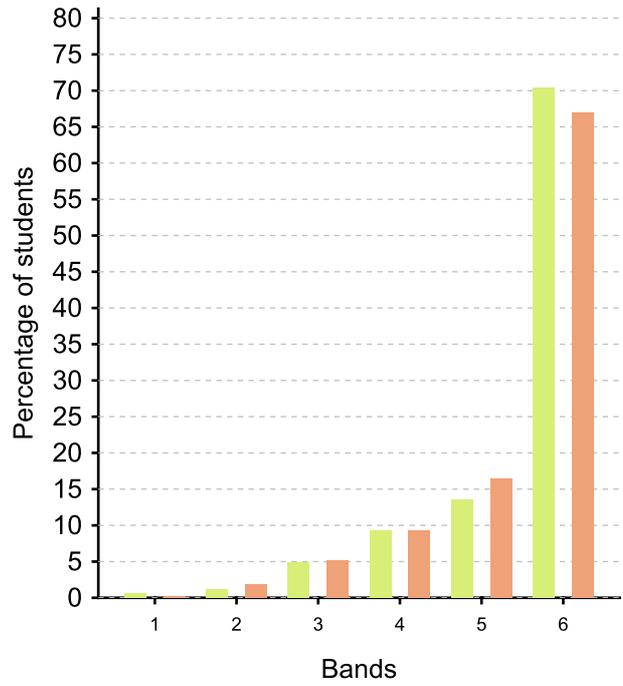
In Reading, over 79% of students in Year 3 performed in the top two bands. 76.7% of Year 5 students achieved the top two bands. This is an increase of 5% from the 2016 NAPLAN Reading performance. In Writing, 81% of students in Year 3 performed in the top two bands. This is an increase of 5% from the 2016 NAPLAN Writing performance. 48.9% of Year 5 students achieved the top two bands. In Spelling, over 83% of students in Year 3 performed in the top two bands. 78% of Year 5 students achieved the top two bands. This is an increase of 5% from the 2016 NAPLAN Spelling performance. In Grammar and Punctuation, 86% of students in Year 3 performed in the top two bands. This is an increase of 5% from the 2016 NAPLAN Grammar and Punctuation performance. 82% of Year 5 students achieved the top two bands.

In Numeracy, 85% of students in Year 3 performed in the top two bands. 82% of Year 5 students achieved the top two bands. The numeracy results for both Year 3 and Year 5 show steady growth and increase over the past 3 years. Results far exceed similar school groups and state averages. Student strength is evident in the area of Number, Patterns and Algebra for all students in Year 3 and Year 5.

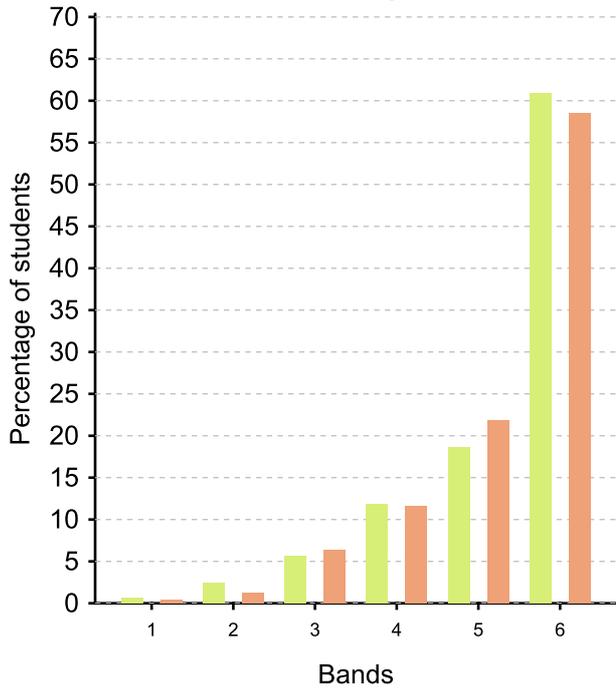
**Percentage in bands:**  
Year 3 Grammar & Punctuation



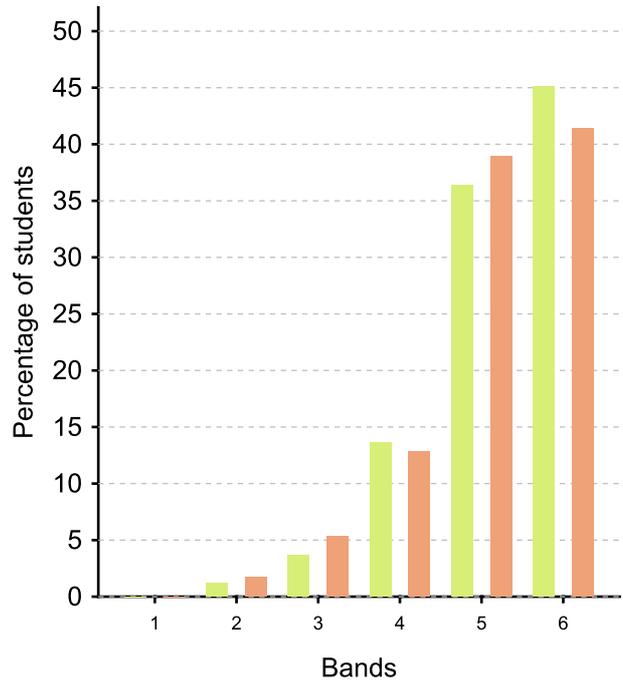
**Percentage in bands:**  
Year 3 Spelling



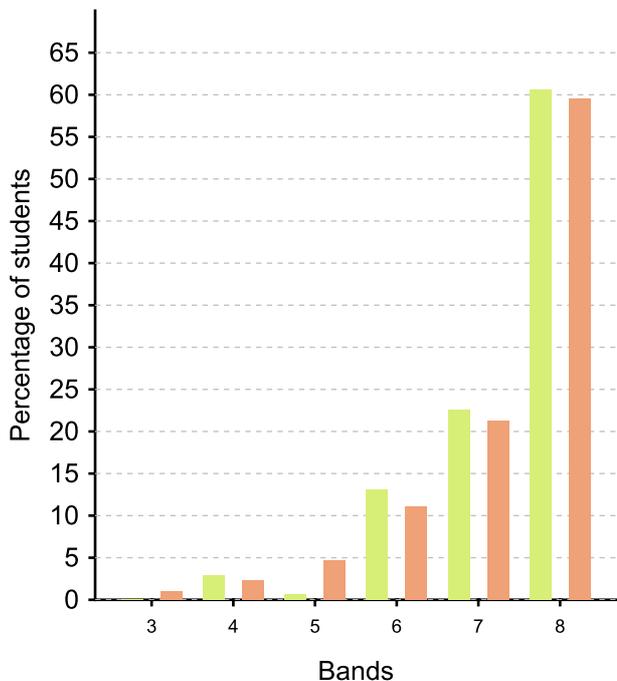
**Percentage in bands:**  
Year 3 Reading



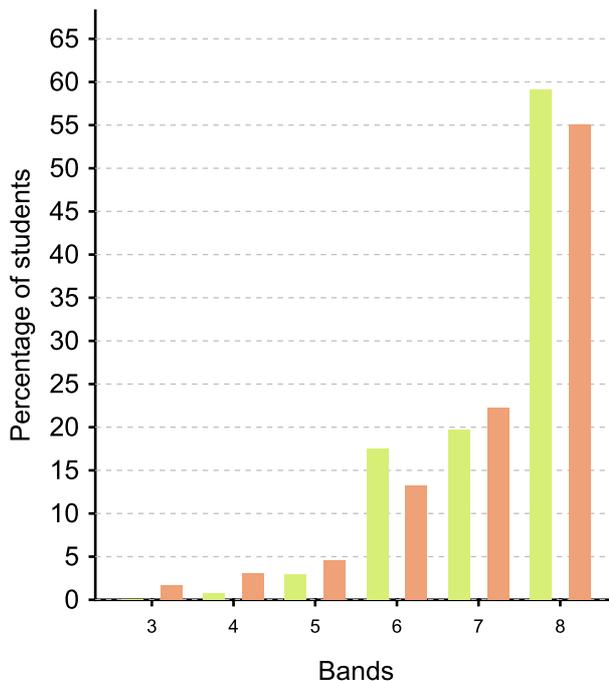
**Percentage in bands:**  
Year 3 Writing



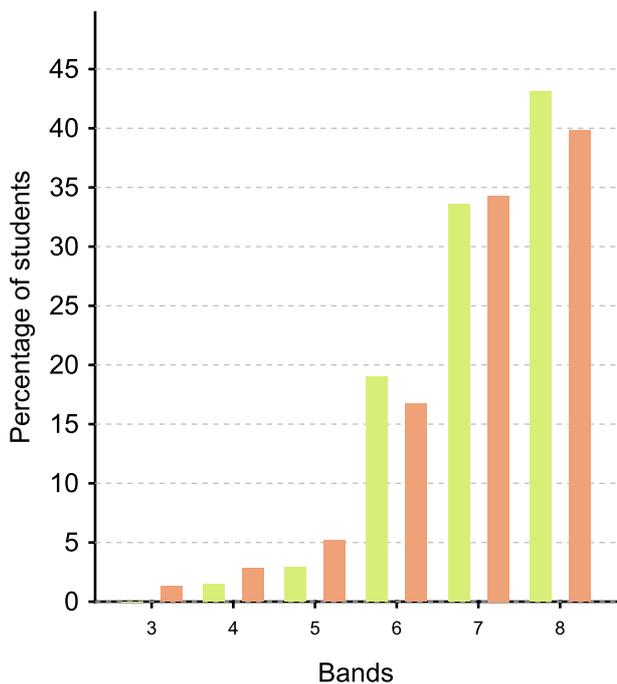
**Percentage in bands:**  
Year 5 Grammar & Punctuation



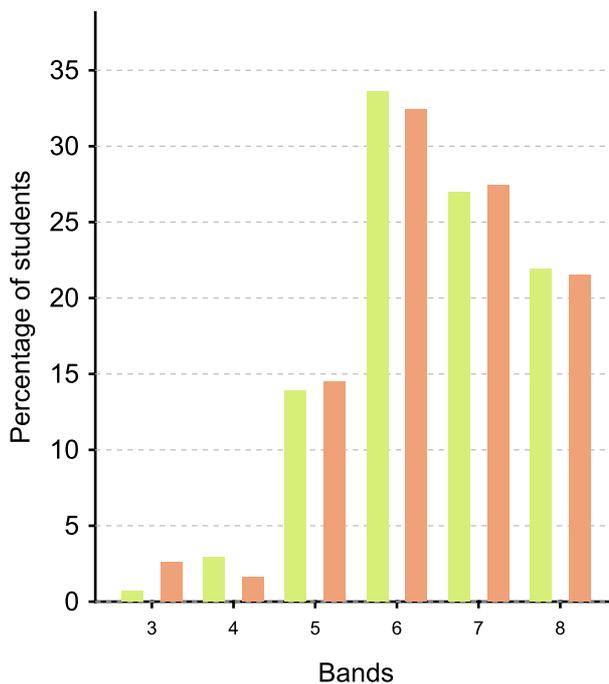
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading

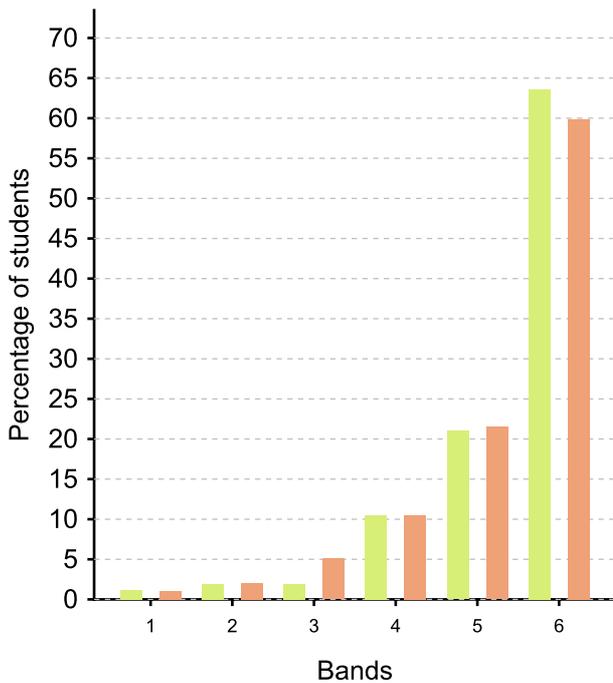


**Percentage in bands:**  
Year 5 Writing

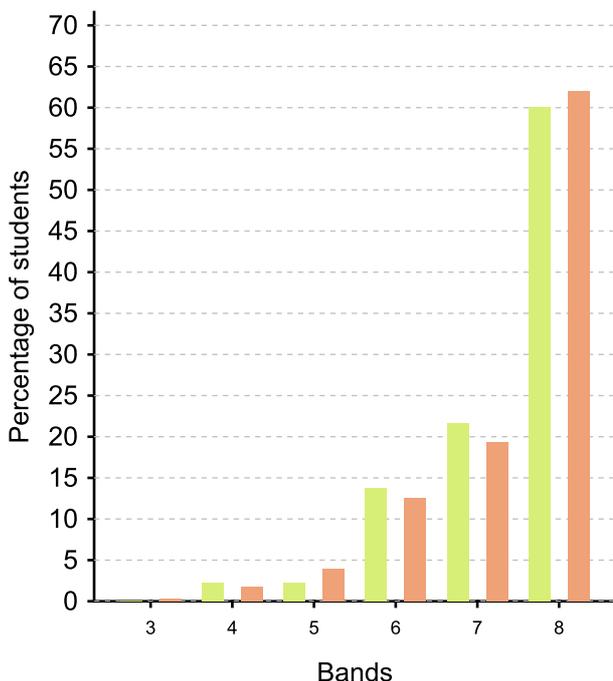


## Parent/caregiver, student, teacher satisfaction

Percentage in bands:  
Year 3 Numeracy



Percentage in bands:  
Year 5 Numeracy



Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are below:

### Students

Students from Years 4, 5 and 6 completed the online 'Tell Them From Me' survey in Term 2. Key findings from the survey include:

- 84% of students have a positive sense of belonging
- 98% of students value schooling outcomes
- 97% of students try hard to succeed in their learning

### Teachers

In Term 3 teachers were asked to provide feedback in regards to Teaching and Learning. The key findings of the survey include:

- 73% of teachers agree that school leaders have helped establish challenging and visible learning goals for students
- 88% of teachers indicated that they establish clear expectations for classroom behaviour
- 86% of teachers indicated that they set high expectations for student learning
- 80% of teachers indicated that they use assessments to understand where students are having difficulty

### Parents

Parents and caregivers of students were invited to provide feedback through the Tell Them From Me survey in Term 3. Key findings from the survey include:

- 85% of parents feel their child has a positive sense of belonging
- 80% of parents indicated that their child's classroom teacher establishes clear expectations for behaviour
- 95% of parents indicated that their child's classroom teacher sets high expectations for student learning
- 82% of parents indicated that they felt informed about their child's progress in learning

In response to the satisfaction survey and feedback, Carlingford West Public School will establish and innovate in 2018 on current systems and practices related to high expectations for learning and behaviour and communication with the community.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

# Policy requirements

## Aboriginal education

Carlingford West Public School is committed to the continual improvement of the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. In 2017, one student identified as being of Aboriginal and/or Torres Strait Islander descent. Carlingford West Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. The school also promotes respect of the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies and formal events held at school.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples.
- In 2017 our student representatives met with our Aboriginal Education and Engagement Officer. The students spent time reflecting on the meaning of Acknowledgement of Country, and collaboratively created a Carlingford West Public School Acknowledgement of Country, this is now used K–6.

Carlingford West Public School continued to strengthen our City Country Alliance partnership with Burke Ward Public School in Broken Hill, including five staff members visiting Broken Hill and our school leaders participating in the Mungo Youth Project and Cockatoo Island Youth Leadership Summit. As a result of these experiences, staff and students co-created and planted an Indigenous Bush Tucker Garden at school and communicated their learning to all K–6 students through stage assemblies.

## Multicultural and anti-racism education

The role of the Anti–Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being safe and being a learner help to support these values. Students, teachers, parents and the community at Carlingford West Public School live and work together with tolerance and in harmony.

Our students are encouraged to learn about the customs and beliefs of other nations and to respect and celebrate differences through events, including Harmony Day and community partnerships with organisations such as Stewart House and World Vision. Multiculturalism and anti–racism is embedded in teaching and learning programs across the school and is positively reinforced through events such as the Stage 2 Cultural Infusion incursion.