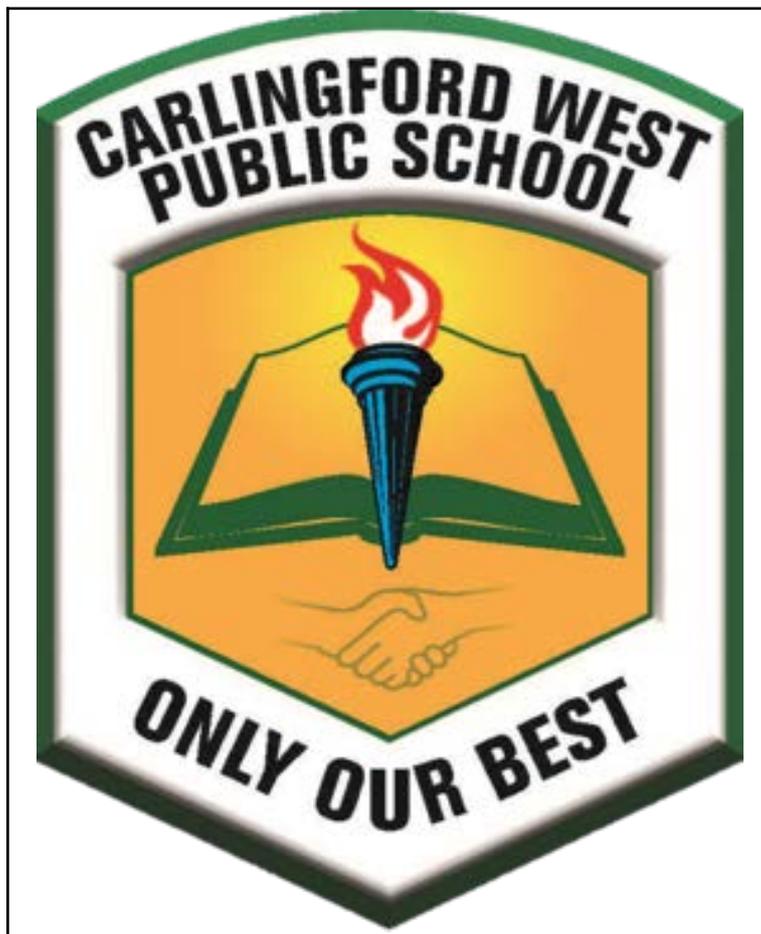


Carlingford West Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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School background

School vision statement

We are creating a connected community where we feel empowered and valued.

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 and leafy surrounds. Student enrolment numbers are currently 1658. 95% of our students are from a non-English speaking background and represent a wide variety of cultural groups, primarily Chinese, Korean and Indian. Chinese, Korean and Hindi community language programs are offered to students. The schools technology policy supports iPad technology and the development of future focused learning. 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, running club, tennis, art and chess. Students are encouraged to develop their leadership skills through participation in the Student Representative Council, Buddy Patrol and House Captains roles. The school has a strong focus on the social and emotional wellbeing of all students.. Parents value education and are very supportive of the school and its programs.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Innovative communication and connections

Purpose

Our school develops strong relationships and partnerships that contribute to a shared understanding of education in a changing world.

Improvement Measures

Tell them from Me surveys for students, staff and parents reflect highly engaged students and transparent culture with collective support and shared school wide responsibility from all stakeholders.

Students are involved in a wide variety of projects and initiatives that encourage students to be active, local and global citizens and use social justice principles.

Continuation of the Community of Schools partnership and establishment of a successful large school network ensuring relevance and connections at a local, national and global level for our whole school community.

Progress towards achieving improvement measures

Process 1: To ensure clear and open communication between school, parents and the wider community to promote a greater understanding of our education/school systems, expectations and curriculum.

Evaluation	Funds Expended (Resources)
<p>We have improved our communication with:</p> <p>Parents: Electronic display panels have been installed around the school in key locations to improve delivery of information.</p> <p>Fortnightly newsletters have been changed to weekly newsletters in a new format based on parent feedback.</p> <p>Staff: Investment in cloud based management platform provides a single comprehensive interface for management, tracking and reporting of data for school administration.</p> <p>Students: Upgraded audio visual system in the hall and installed wireless connections across external areas to facilitate outdoor learning and communication.</p>	\$60 000

Process 2: To provide increased opportunities for parental and community participation in school activities to promote a sense of belonging.

Evaluation	Funds Expended (Resources)
<p>Parents continue to participate in school events such as carnivals, open classrooms, hat parades, picnic lunches and more.</p> <p>Parent volunteers continue to assist with events such as, but not limited to, excursions, reading groups and Year 6 farewell.</p> <p>P and C continue to support school by organising Mother's Day and Father's day stalls, welcome barbeque for new families and many such events. This year P&C organised a generous lunch on World Teachers Day.</p>	

Process 3: To work in collaboration with our educational partners to gain a deep understanding of education in our

Progress towards achieving improvement measures

Process 3: changing world and the impact on teachers, students and the community.

Evaluation	Funds Expended (Resources)
Our partnership with Apple, Makers Empire, Forest Schools, Macquarie University, professional networks and Community of Schools equip our teachers and students with skills such as critical thinking, collaboration, problem solving and reflection. They foster future focused design making skills in this ever-changing technological world.	\$130 000

Strategic Direction 2

Engaging Teaching and Sustainable Practice

Purpose

Our team puts students first. We recognise the need to be continual learners who take responsibility to be our best. We are developing, reviewing and maintaining knowledge, skills and quality practices that will lead us confidently into the future.

Improvement Measures

Increased number of students achieving top two NAPLAN bands and/or growth from Year 3 –5 and Year 5–7.

A shared culture of high expectations resulting in quality, flexible, innovative and responsive teaching.

All staff using grade data to inform teaching and learning programs.

Increased number of staff accredited at the Highly Accomplished and Lead Teacher levels.

Progress towards achieving improvement measures

Process 1: To promote student learning through effective classroom practice using evidence based teaching pedagogies.

Evaluation	Funds Expended (Resources)
Weekly Professional Learning upskilled staff in evidence based pedagogies such Visible Learning, formative assessments, coding, behaviour management, reading pedagogy based on L3, Forest schools and more.	\$70 000

Process 2: To ensure teachers analyse assessment data and plan for the ongoing learning and individual growth of students.

Evaluation	Funds Expended (Resources)
Teachers met regularly to analyse data from PLAN 2, benchmarking, BEST Start, NAPLAN, PAT tests, ongoing formative assessments and diagnostic assessments. Findings of this analysis guided planning, programming and resources allocation to best meet the needs of all students.	\$35 000
Consistent teacher judgement and professional dialogue around redesigning assessments in line with the new reporting system enable us to track and monitor student growth.	

Process 3: To ensure teachers take responsibility for their professional development in order to improve student learning.

Evaluation	Funds Expended (Resources)
In School opt-in Professional Learning sessions were offered to align with the school plan and vision and were guided by the PDP goals set by teachers. Teachers also participated in external professional learning sessions and shared their knowledge with their peers back at school.	\$15 000

Strategic Direction 3

Inspired Learners

Purpose

Our students use their strong foundation in literacy and numeracy to make connections across the curriculum and into the real world. They are becoming brave and reflective learners.

Improvement Measures

All students are treated as individuals and feel valued and cared for socially, emotionally and academically.

School Excellence Framework Data reports reflect best practice with Learning, Teaching and Leadership areas.

Progress towards achieving improvement measures

Process 1: To enhance opportunities for students to actively connect to the real world using their strong foundations in literacy and numeracy.

Evaluation	Funds Expended (Resources)
Staff and students continue to engage with industry experts such as Apple, Makers Empire, media, published authors and we continue to invest in technology such as 3D printing and STEM kits. These engagements and investments provide students with opportunities to apply their literacy and numeracy skills and connect to the real world.	\$45 000

Process 2: To empower students to take ownership of their learning by setting challenging goals, taking risks, seeking feedback and growing through reflection.

Evaluation	Funds Expended (Resources)
CWPS introduced student led 3 way conferences. Students set SMART goals aligned to learning intentions and success criteria based on syllabus outcomes. Student reflections and teacher feedback encouraged growth mindset giving future direction to student learning and teacher planning.	

Process 3: To provide students with authentic opportunities for participation and leadership, focusing on the wellbeing of every student.

Evaluation	Funds Expended (Resources)
Improved student voice through survey conducted by the students for the students led to change in canteen menu. Student voice was also encouraged through school leaders' participation in executive meetings, Year 6 farewell committees, designing and planning outdoor learning and more.	\$70 000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		Funding was used to support students in the classroom with the provision of resources to ensure equity in access to the curriculum.
English language proficiency		Students from non-English speaking backgrounds form 95% 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.
Low level adjustment for disability		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 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.
Quality Teaching, Successful Students (QTSS)		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. This funding has enabled us to provide one Assistant Principal per grade due to the large teams they are supervising.
Socio-economic background		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.
Support for beginning teachers		In 2019 we supported eight beginning teachers through their first year of teaching. 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.
Targeted student support for refugees and new arrivals		The school received New Arrivals Program (NAP) funding throughout the year to support students newly arrived in Australia.

<p>Targeted student support for refugees and new arrivals</p>		<p>Students have been supported through intensive withdrawal support programs which target English language acquisition in oral language development, reading and writing.</p>
<p>Professional Experience Hub</p>		<p>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.</p>
<p>Apple Distinguished School</p>		<p>The remaining 25% of our staff undertook self-paced learning experience and completed their badges to develop their understanding of the tools in the Apple ecosystem. The iBook launch and showcase event announced Carlingford West Public School as an Apple Distinguished School based on our unique implementation of Apple technology for student learning.</p>
<p>Design Thinking 3D Printing</p>		<p>The 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 student and teachers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	536	612	711	798
Girls	514	588	648	730

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.3	96.5	95	93.4
1	96.6	96.6	94.1	93.9
2	96.5	95.9	95.4	94.2
3	96	96.5	95.9	95.4
4	97.1	97.1	96.7	95.6
5	97.3	96.9	96.1	96.2
6	94.4	94.7	94.6	93.7
All Years	96.4	96.4	95.4	94.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	6
Classroom Teacher(s)	58.08
Teacher of Reading Recovery	1.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	2
Teacher ESL	5.4
School Counsellor	1
School Administration and Support Staff	7.67
Other Positions	4.6

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,632,505
Revenue	13,548,125
Appropriation	12,347,857
Sale of Goods and Services	61,206
Grants and contributions	1,124,626
Investment income	11,812
Other revenue	2,625
Expenses	-13,230,697
Employee related	-11,510,924
Operating expenses	-1,719,773
Surplus / deficit for the year	317,429

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.

	2019 Approved SBA (\$)
Targeted Total	74,784
Equity Total	800,866
Equity - Aboriginal	1,320
Equity - Socio-economic	21,821
Equity - Language	640,294
Equity - Disability	137,430
Base Total	9,176,868
Base - Per Capita	318,873
Base - Location	0
Base - Other	8,857,994
Other Total	1,296,517
Grand Total	11,349,035

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

In 2019 we surveyed the parents on the school communication and welfare policies. We received over whelming feedback that required us to adjust and change recently introduced practices. In response to the feedback the welfare tell provided information sessions and outlined the new structure behind the welfare system. This was well received from the parents and the students.

Feedback received over the changes to school communication was directed towards the changes to the newsletter and reporting procedures. As a school we have adjusted the newsletter format and timing in direct response as well as revising the way reports are provided to the parents. We have ceased the use of the parent portal and retained the reports being printed for parents instead of only providing an electronic copy.

Overall the feedback received has allowed us to improve the quality of our communication and service delivery to our community.

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.