



Education &
Communities

Carlingford West Public School Annual School Report 2014



4393

School context statement

Carlingford West Public School is a NSW Government Primary School (Kindergarten to Year 6) located in Carlingford, a suburb in north western Sydney. The school has a proud tradition of excellence and sustained, high, all round student performance. It offers a broad curriculum centred on high standards of literacy and numeracy. We are a lead school in Sydney in the delivery of 21st Century learning opportunities for students, with a highly successful 1:1 iPad and BYOD initiative including wifi in all teaching and learning spaces throughout the school. Carlingford West Public School has well-established, excellent co-curricular music and sport programs.

Principal's Message

I am delighted to present the 2014 Annual School Report for Carlingford West Public School. The school continues to provide a safe and caring learning environment where every child is supported to reach their potential.

Carlingford West Public School has a strong academic focus on quality teaching and learning across all Key Learning Areas. Outstanding academic results, sporting successes and cultural achievements were again a feature of the school in 2014. Our exemplary and highly motivated teachers are committed to providing the best possible outcomes for the students of Carlingford West Public School, ensuring our school is a place of innovation, collaboration, creativity and success.

The school values the positive partnership between the school and our community. The active support of our Parents and Citizens Association and our wider community has resulted in valuable resourcing and input towards multiple school programs.

This report reflects the work and achievements of our school, staff and 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.

Kevin Gerard

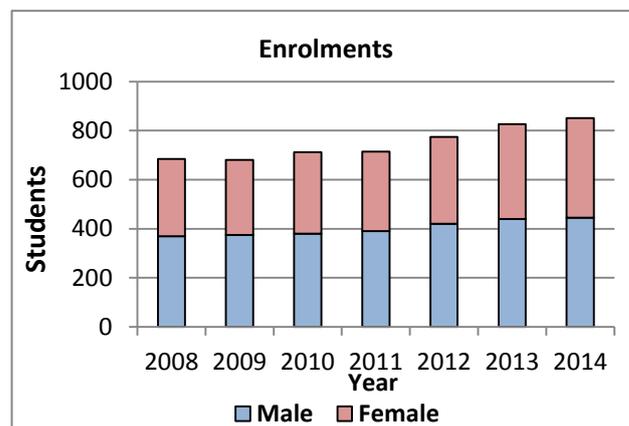
Principal

Student information

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

Student enrolment profile

The total enrolment in December 2014 was 854 students. There are 403 students enrolled in K-2 and 451 students in Years 3 – 6.



Gender	2010	2011	2012	2013	2014
Male	380	390	420	440	445
Female	332	324	355	386	406

Student attendance profile

Student non-attendance is not an issue at Carlingford West Public School. There is a strong culture of respect for education within the school and its community.

	Year	2010	2011	2012	2013	2014
School	K	96.9	95.6	95.6	96.9	97.8
	1	96.1	96.4	96.0	97.2	96.3
	2	96.8	95.7	96.2	97.3	97.3
	3	96.7	96.3	96.3	97.8	97.0
	4	96.7	96.0	97.3	97.6	97.1
	5	96.9	96.0	95.7	97.9	97.3
	6	95.0	96.1	94.3	96.1	96.0
	Total	96.5	96.0	95.9	97.3	97.0
State DEC	K	94.7	94.7	94.3	95.0	95.2
	1	94.2	94.2	93.9	94.5	94.7
	2	94.4	94.2	94.2	94.7	94.9
	3	94.5	94.4	94.4	94.8	95.0
	4	94.5	94.3	94.3	94.7	94.9
	5	94.4	94.2	94.2	94.5	94.8
	6	94.0	93.8	93.8	94.1	94.2
	Total	94.4	94.3	94.2	94.7	94.8



Workforce information

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

Following are the permanent, part-time and temporary staffing positions for 2014. The community language positions focused on the languages of Mandarin, Cantonese and Korean. Carlingford West Public School, at the time of writing the report, has no Aboriginal persons employed at the school.

Miss Kristy Frame commenced in the permanent role of Deputy Principal in Term 2. Miss Amanda Carter has been appointed as an Assistant Principal and will commence in the role in 2015.

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Primary Community Language	1.6
Teacher of ESL	4.2
Primary RFF Teacher (s)	2.9
School Counsellor	0.5
School Administrative & Support Staff	5.1
Total	51.2

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	22

Professional learning and teacher accreditation

The implementation of the new NSW Mathematics and Science & Technology syllabuses in 2015 has been a major focus for professional learning this year. All staff have completed the professional learning modules endorsed by the DEC and each stage has developed a unit of study and a scope and sequence using the new Mathematics syllabus in preparation for the 2015 school year.

Preparations for the new 2015 school planning model have also dominated much of the professional learning in the latter part of this year.

Teachers have continued to engage in training and development around 21st Century Learning skills, social and emotional wellbeing, conceptual planning aligned to the new English syllabus and the use of PLAN software to track and monitor student progress.

All staff participated in School Development Days as well as mandatory compliance training, including Child Protection and CPR, during weekly staff meetings. The activities involved individual, small group and whole group sessions led by teaching staff, school executive and professional external providers.

38% of teachers at Carlingford West Public School are accredited with the NSW Board of Studies, Teaching and Educational Standards at Proficient Teacher level. One teacher is accredited at Lead Teacher level.

Beginning Teachers

Throughout 2014, four beginning teachers have been permanently appointed to Carlingford West Public School.

Through the school's induction program, are being mentored and guided by experienced colleagues and executive members of staff. A significant amount of funding and resource has been allocated to support the beginning teachers in areas such as curriculum development, social and emotional wellbeing programs, technology and quality teaching practice. The attainment of a Teaching Certificate and accreditation will be a major focus for our beginning teachers over the next twelve months.

Financial summary

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

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	335198.11
Global funds	450753.78
Tied funds	252347.15
School & community sources	506333.91
Interest	11924.58
Trust receipts	92655.78
Canteen	0.00
Total income	1649213.31.00
Expenditure	
Teaching & learning	
Key learning areas	80494.94
Excursions	111767.46
Extracurricular dissections	264448.78
Library	8539.79
Training & development	1165.36
Tied funds	191355.38
Casual relief teachers	174775.62
Administration & office	145194.45
School-operated canteen	0.00
Utilities	66116.11
Maintenance	52711.52
Trust accounts	89770.33
Capital programs	10500.00
Total expenditure	1196839.74
Balance carried forward	452373.57

A full copy of the school's 2014 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 2014

Carlingford West Public School has much to be proud of in 2014. As well as improving our academic performance, our students have excelled in creative and performing arts, sport, public speaking, debating and community service.

These endeavours compliment the school's emphasis on providing a balanced and well-rounded education for all students.

Performing Arts

The Creative and Performing Arts are highly valued by the school community and have a significant place in the school's curriculum. Creative and Performing Arts programs are strongly enhanced by the extracurricular activities organised by volunteer teachers and parents.

This year we held our first Carlingford West Public School musical. 'The Cabbage Patch Dragon' was highly successful and a spectacular display of talent from both students and staff. Students were involved in all aspects of the production, including stage craft, sound and lighting, choreography, acting, singing and dancing.

Music

Some highlights of 2014:

- Students in the String Ensemble performed at the Opera House as part of the Festival of Instrumental Music
- Senior Band students were awarded a bronze medal for their performance and participation in the NSW School Band Festival
- Junior and Senior Choirs performed at school assemblies and events, the i on the Future 2 conference, local community performance events and religious ceremonies.
- The annual Carlingford West Public School Performance Evening was held in Term 4 and showcased the choirs, bands, musical ensembles and talents of individual students. The evening was organised by Ms Sin-Yee Ng and Mrs Mirjana Verisan and was a highly successful and well attended event.

Debating and Public Speaking

2014 has been a successful year in both public speaking and debating.

Public speaking is fostered through the internal, school based public speaking competition. Individual students are also selected for external competitions. Two student representatives from Stage 2 and two student representatives from

Stage 3 were selected to attend the regional Multicultural Perspectives Public Speaking Competition.

Six Year 5 and 6 students were selected to represent the school in the 2014 Premier's Debating Challenge. One of the school teams, the Waratahs, were successful in the Zone finals and progressed to the Western Sydney Regional Competition.

Sport

At Carlingford West Public School, the students are provided a number of sporting opportunities on a class, grade and competitive level. With these opportunities, the school engages in a wide variety of physical activities.

In K-2 each grade continued to work as a team to plan a wide range of appropriate activities for their students. In Terms 2 and 3, K-2 once again took part in a Be Skilled Be Fit and Gymnastics program which provided excellent opportunity to develop balance and movement skills. In addition to this program, K-2 students participated in a weekly aerobics and gross motor session. Year 2 students participated in Swim School lessons for an intensive period of two weeks.

In Years 3-6 a variety of different programs were offered according to the needs and ages of students. All students participated in an athletics skills based program and gymnastics lessons. Students were also offered the opportunity to participate in PSSA sports, including Newcombe Ball, Netball, Soccer and AFL. Teachers organised trials, selected students and then trained teams on a weekly basis. Whilst none of our PSSA teams progressed to the finals in 2014 all students who participated showed outstanding sportsmanship and commitment to sport.

All students participated in the school swimming, cross country and track and field athletics carnivals. Three students represented the school at State swimming and cross country meets and one Carlingford West Public School student participated in the NSWPSA State Golf Championships.



Student Representatives Council

2014 has been another eventful year. Student leaders have organised, as well as participated in, many events. In May this year, Year 6 School Captains, Prefects, Sports House Captains and Vice-Captains attended the GRIP 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.

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 \$7000 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. Edward Kong (School Captain) and Sophie Liu (School Prefect) attended the annual award ceremony at Stewart House to accept an award on behalf of all Carlingford West Public School students, in recognition of the money that was donated by our school.

This year, the SRC introduced *Dare to be Different Mufti Day*. On this day, everyone was allowed to dress up in crazy fashions. Students brought in money to buy delicious delicacies from a cake stall run by the SRC. The SRC raised \$1306.10 from this event and the money went towards helping children and families living at Ronald McDonald House. Through World Vision, the SRC also continues to sponsor Charles, a boy from Zambia who is now 13 years old.

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.

In Terms 3 and 4, the SRC held the popular CWPS annual handball competition. SRC representatives from Year 5 and 6 gave up their lunchtimes to umpire the games.

Haley Mills and Edward Kong
2014 School Captains

Academic achievements

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.

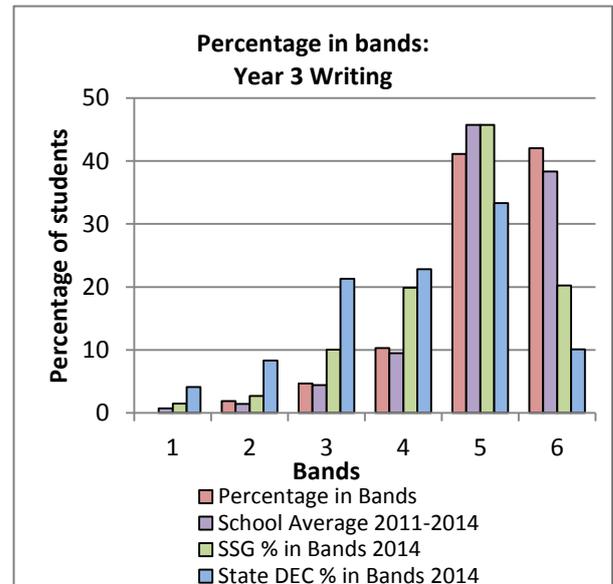
Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

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

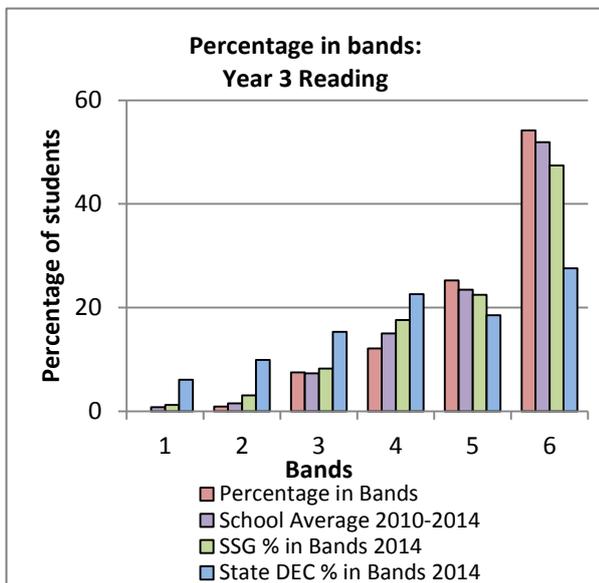
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

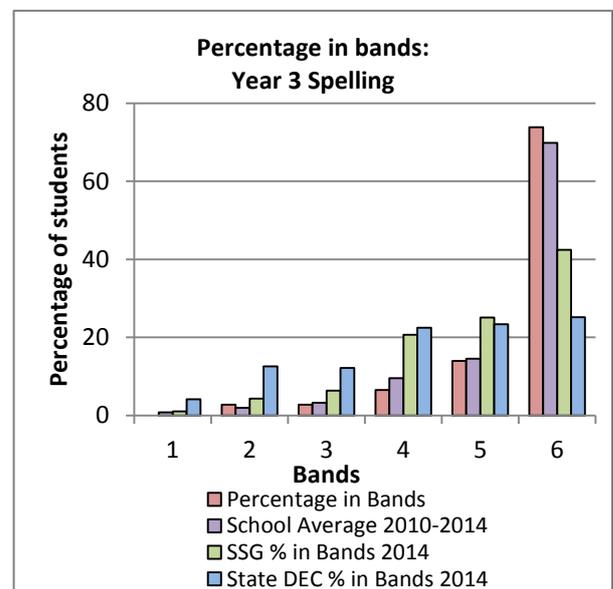
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



In Year 3 Writing, 83.2% of students achieved in the top 2 bands compared to 43.3% in the state.

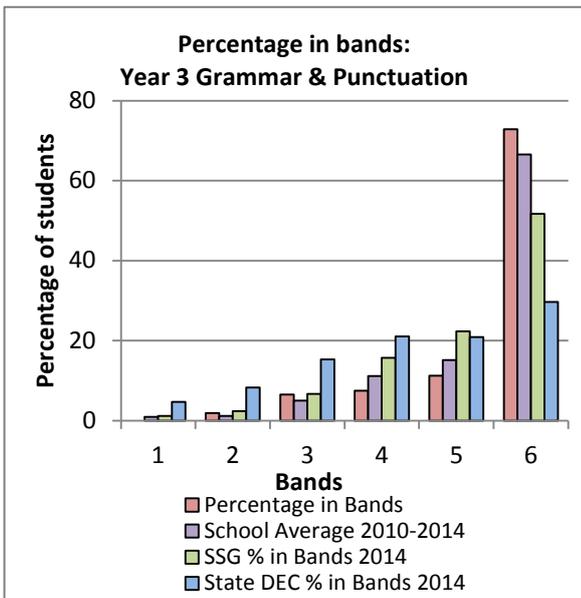


In Year 3 Reading, 79.4% of students achieved in the top 2 bands compared to 46.1% in the state.

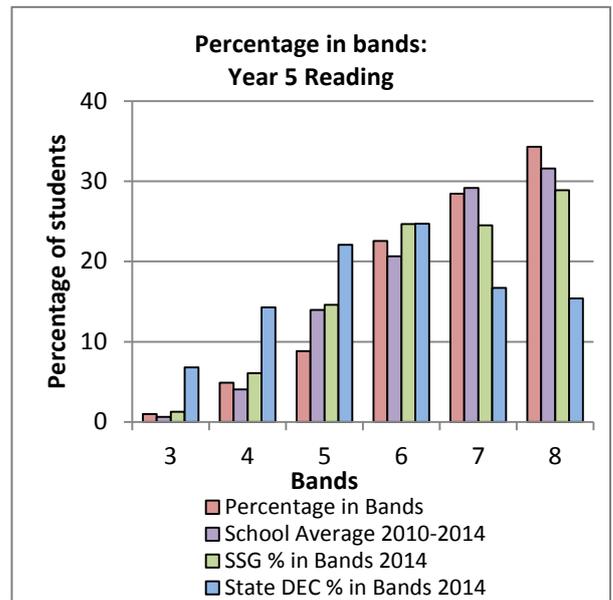


In Year 3 Spelling, 87.8% of students achieved in the top 2 bands compared to 48.6% in the state.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

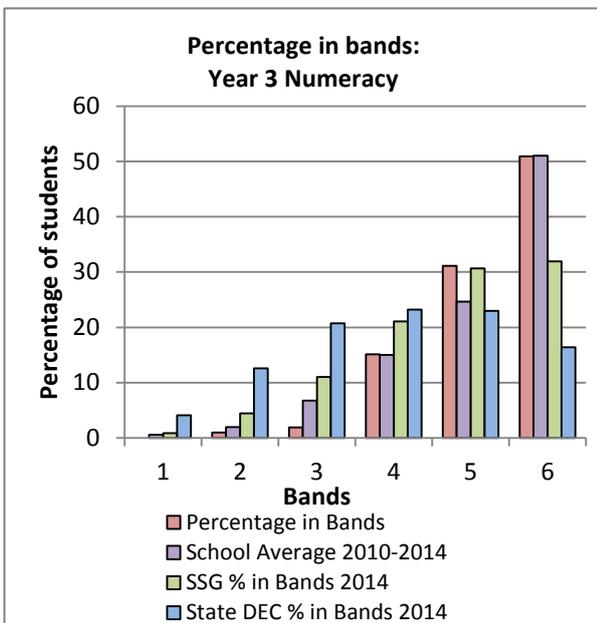


In Year 3 Grammar and Punctuation, 84.1% of students achieved in the top 2 bands compared to 50.6% in the state.

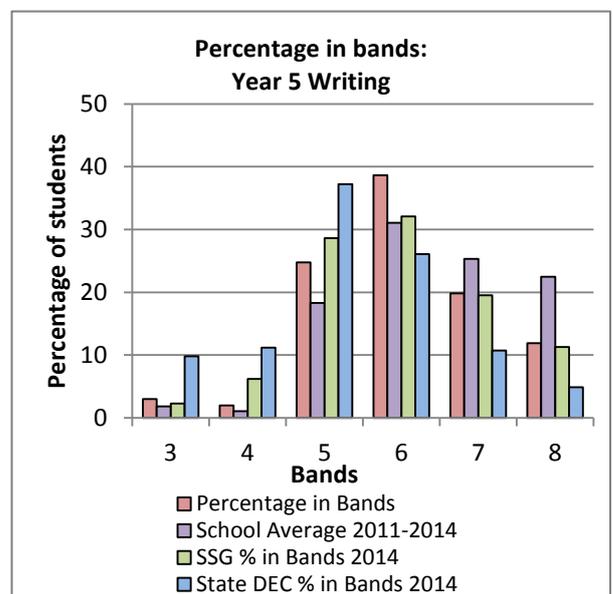


In Year 5 Reading, 62.7% of students achieved in the top 2 bands compared to 32.1% in the state.

NAPLAN Year 3 - Numeracy

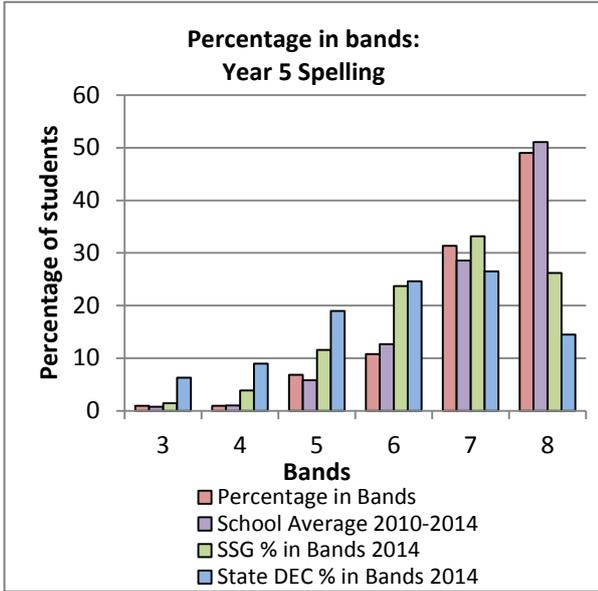


In Year 3 Numeracy, 82% of students achieved in the top 2 bands compared to 39.4% in the state.

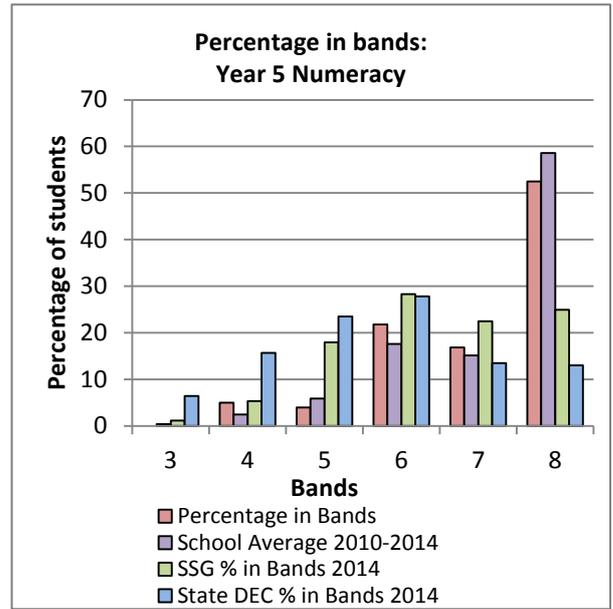


In Year 5 Writing, 31.7% of students achieved in the top 2 bands compared to 15.6% in the state.

NAPLAN Year 5 - Numeracy



In Year 5 Spelling, 80.4% of students achieved in the top 2 bands compared to 41% in the state.

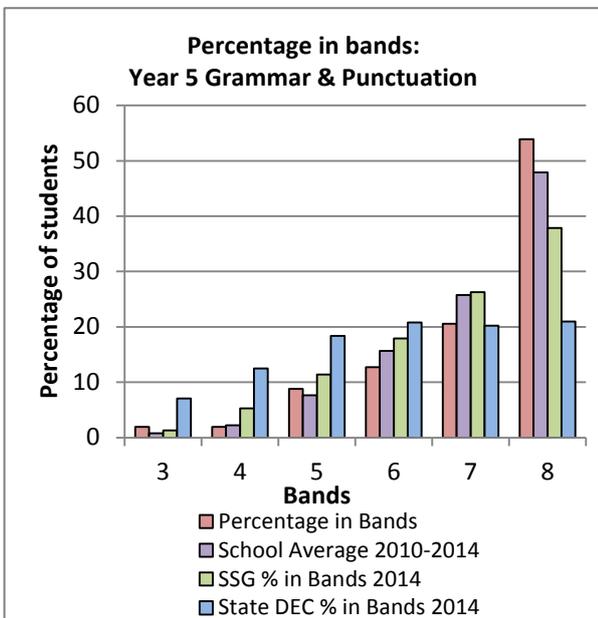


In Year 5 Numeracy, 69.3% of students achieved in the top 2 bands compared to 26.5% in the state.

Minimum standards

The Commonwealth Government sets minimum standards for Reading, Writing, Grammar and Punctuation, Spelling and Numeracy for Years 3 and 5.

The performance of 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 the standards are reported below.



In Year 5 Grammar and Punctuation, 31.7% of students achieved in the top 2 bands compared to 15.6% in the state.

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	99.0
Writing	97.0
Spelling	99.0
Grammar & Punctuation	98.0
Numeracy	100.0



Significant programs and initiatives – Policy and equity funding

Aboriginal education

At Carlingford West Public School, Aboriginal education is embedded into the whole school program and curriculum.

Learning experiences highlighting the history and culture of the Aboriginal people form an integral part of the Human Society and its Environment syllabus.

The school community shows respect to the traditional custodians of the land, the Dharug people, at the beginning of school assemblies and functions. An Aboriginal flag is flown and displayed next to the Australian flag for all school days and assemblies.

A ‘bush tucker’ garden has been established at Carlingford West Public School, planted with native trees and shrubs along with vegetables. This will form part of the school’s ongoing landscaping and environmental education program.

All students attended a performance, hosted by an Aboriginal elder, during NAIDOC week and were able to wear red, yellow and black mufti clothes to celebrate aboriginal education.

Multicultural education and anti-racism

At Carlingford West Public School our Multicultural Programs and practices are culturally responsive and inclusive. They embrace social justice, civic responsibility, community harmony and productive diversity.

92% of students are from a non-English speaking background (NESB) and are from a variety of cultural groups. Our current allocation of 4 English as an Additional Language/Dialect teachers assists in supporting all EALD students based on their English proficiency.

Carlingford West Public School prides itself on being a tolerant and inclusive school community that values diversity. A multicultural perspective is integrated across teaching and learning programs. All nationalities, religions and cultures are welcomed and included into our school community. The school’s Community Liaison Officer has been integral in making students, parents and community members feel supported and valued.

English language proficiency

Our English as an Additional Language/Dialect Program continues to service all students from a non-English Speaking Background who are identified as requiring support in the development of their English language proficiency.

In 2014, 27 New Arrivals students were provided with intensive support and individualized programs to ensure they developed the necessary language skills to access the curriculum and communicate effectively with peers and teachers.

Learning and Support

The school’s Learning and Support Team (LST) has held a prominent role in supporting and enhancing student learning over the 2014 school year. As one of a number of significant project teams within the school’s structure, team members have been responsible for enhancing communication, monitoring student achievement and coordinating support programs.

The LST meets twice per term and has responded to 43 individual student referrals from Kindergarten through to Year 6. Of that number, 21 students have been referred on to the School Counsellor for further assessment and support.

Mrs Brierley, our Learning and Support Teacher, assisted teachers in the classroom and playground settings to support students identified by the LST as requiring intervention. The role of the Learning Support Teacher is to provide support across Literacy and Numeracy curriculum areas, student welfare and behaviour. Teachers, with identified students, are also supported by two School Learning Support Officers.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- School evaluation committee
- Staff, student and parent surveys
- Student achievements

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

To improve the Literacy outcomes for all groups of students

Evidence of achievement of outcomes in 2014:

Reading

- 75% of students achieving minimum growth in Reading
- Year 3 0% of students below minimum standard in Reading
- Year 5 4% of students below minimum standard
- Year 3 80% in top 2 bands
- Year 5 85% of students in top 2 bands

Writing

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

Strategies to achieve these outcomes in 2014:

- Continue to develop and refine effective assessment of Literacy skills among all staff; including development of consistent teacher judgment within and across stages
- 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 on the implementation and creation 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-6 with explicit quality criteria to assess writing
- Purchase of resources including home readers, quality literature, big books and technology resources to engage all students



School priority 2

Numeracy

Outcomes from 2012–2014

Increased achievement for all students in Numeracy

Evidence of achievement of outcomes in 2014:

- 90% of students achieving expected growth in Numeracy
- Decrease in students scoring in the lowest two bands in NAPLAN to 4% in Year 3 and 0% in Year 5
- Increase proportion of students in top two bands 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 outcomes in 2014:

- Implementation of the new Carlingford West Public School Mathematics Policy
- Monitor and evaluate the implementation of NAPLAN and school based data in whole school, stage and classroom setting
- Development of a whole school Mathematics scope and sequence based on the new school Mathematics policy, the new K-6 Mathematics syllabus and the K-6 Numeracy continuum
- Implementation of high quality professional learning program for staff in;
 - assessment strategies and consistency of teacher judgment
 - the new Mathematics 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

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

This year we evaluated the areas of Teaching and Learning, Literacy and School Culture. Consultation groups were formed with a cross-section of the student, parent and staff body. Responses were then gathered from all stakeholders via online surveys. Their responses are presented below.

623 students completed the survey:

- 80% of students believed that their learning was regularly assessed
- 86% of students believed that they were given regular feedback on how to improve their learning
- 92% of students felt that they were successful at learning new skills with the assistance of their teacher
- 92% of students believed that what they were asked to learn was important
- 90% of students believed that their classroom was an interesting place to learn
- 95% of students believed that the school expects them to do their best

235 parents/families completed the survey:

- 96% of parents believe that their child's classroom is an interesting place to learn.
- 94% of parents believe that the school expects their child to do their best
- 86% of parents believe students are challenged with new and exciting tasks
- 93% of parents believe that the school provides relevant information about student assessment and achievement

42 teachers completed the survey:

- 89% of teachers believe that their students are provided with a relevant curriculum
- 63% of teachers clarify intended learning outcomes and the purpose of learning with students

- 47% of teachers believe that they effectively communicate assessment strategies and outcomes with students and parents
- 76% of teachers believe that the school aims to bring out the best in each child
- 52% of teachers believe progressive teaching methods are used



Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

Three strategic directions form the foundation of the 2015-2017 Carlingford West Public School Plan. These strategic directions are:

- 1. Challenged, engaged and resilient learners:** 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.
- 2. Quality, innovative and reflective pedagogy:** 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.
- 3. Dynamic and collaborative educational community:** 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.

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.

Kevin Gerard	Principal
Kristy Frame	Deputy Principal
Bruno Diodati	Deputy Principal
Mirjana Verisan	Assistant Principal
Kate Sinclair	Rel. Assistant Principal
Jo-Anne McAnally	Rel. Assistant Principal
Linda Ryan	Assistant Principal
Kathleen Candi	Assistant Principal
Donna Raj	P&C President

School contact information

Carlingford West Public School

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School Code: 4393

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>