

2010 Annual School Report Carramar Public School

NSW Public Schools – Leading the way



Principal's message

The purpose of this report is to provide parents and interested members of the school community with information about Carramar Public School, its programs, achievements and targets for the coming year. It also examines key aspects of the school and identifies areas which may be improved in the future.

The school has an outstanding staff both in the classrooms and in the administration area. The teaching staff is balanced in terms of experience and the enthusiasm exhibited towards their profession is most satisfying.

I am constantly reminded by visitors and the general public when our students are outside of the school grounds, what a remarkable and well behaved group of students they are. As Principal, I am immensely proud of the school and feel privileged to work here.

I thank the school community for its support and enthusiasm shown for the quality education process we provide for the students of Carramar.

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.

Greg Way Principal

Parent Group message

The school Parent Group meets monthly on the second Tuesday at 9:15am. Activities included raising money through events such as the Easter raffle, Mother's Day stall and Cadbury Fundraiser. This money was used to purchase resources for the library, gifts for the outgoing Year Six students and it also funded the Year Six picnic day.

Tracey Tydeman President 2010

Student representative's message

2010 has been another successful year for the students of Carramar. The S.R.C. proudly represented our school in the National Young Leaders' day at the Sydney Entertainment Centre. We were inspired with the thoughts and ideas presented to us by the special guests.

We would like to thank the teachers and parents for their help in organising and supporting fundraising events for the school. The SRC were also involved in raising money for various charities including Stewart House. We would also like to thank the students of Carramar for their kind donations.

We would like to congratulate the 2011 S.R.C and wish them all the very best in the year ahead.

Natalie Phimphrachanh and Patrick Sisavanh

School context



Student information

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

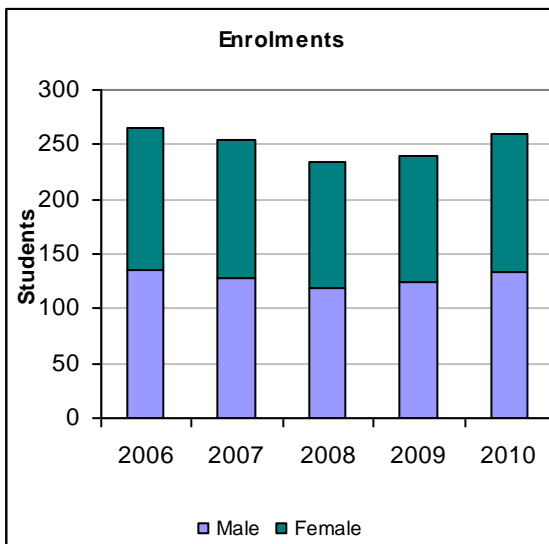
Student enrolment profile

At the beginning of 2010 Carramar PS had an enrolment of two hundred and fifty nine students divided into ten classes. This was a slight increase on the previous three years.

85% of our students come from backgrounds other than English. The school population is comprised of 29 different cultural groups. The main cultural groups in the school are:

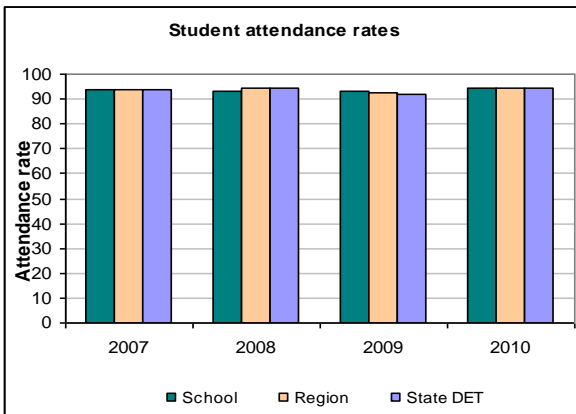
- Vietnamese (20%)
- Arabic (23%)
- Cantonese (5%); and
- Samoan (5%).

	2006	2007	2008	2009	2010
Male	135	128	119	124	133
Female	130	127	115	116	126



1-2E	2	10	23
1-2K	1	13	24
1-2K	2	11	24
3-4L	3	15	28
3-4L	4	13	28
3-4Z	3	19	28
3-4Z	4	9	28
4-5-6V	4	8	28
4-5-6V	5	12	28
4-5-6V	6	8	28
5-6S	5	13	28
5-6S	6	15	28
5-6B	5	13	28
5-6B	6	15	28
KM	K	22	22
KH	K	22	22

Student attendance profile



Management of non-attendance

Student attendance rates in 2010 improved on rates achieved in the previous three years. We have attendance awards to encourage the students to be at school as much as possible. Class rolls are monitored and the Home School Liaison Officer helps us contact families if attendance is a concern.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Roll Class	Year	Total per Year	Total in Class
1-2C	1	13	24
1-2C	2	11	24
1-2E	1	13	23

Structure of classes

All of the classes except Kindergarten are stage or multi-stage based composites.

Staff information

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

Staff establishment

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teachers	7
Teacher of Reading Recovery	0.5
Support Teacher Learning Assistance	0.9
Primary Teacher RFF	0.42
Primary Part-Time Teacher	0.4
Teacher Librarian	0.6
Teacher of ESL	1.4
Primary Priority School Funding	0.3
Counsellor	0.2
School Administrative & Support Staff	3
Total	18.72

There are no indigenous members of staff at Carramar PS.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	18

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:	30/11/2010
Income	\$
Balance brought forward	142 704.04
Global funds	143 982.69
Tied funds	191 534.03
School & community sources	48 943.43
Interest	11 081.41
Trust receipts	35 533.20
Canteen	0.00
Total income	573 778.80
Expenditure	
Teaching & learning	
Key learning areas	19 759.74
Excursions	8 770.00
Extracurricular dissections	15 959.80
Library	8 803.33
Training & development	2 686.89
Tied funds	97 951.59
Casual relief teachers	15 290.76
Administration & office	41 301.65
School-operated canteen	0.00
Utilities	26 399.99
Maintenance	16 557.41
Trust accounts	31 249.90
Capital programs	5 790.00
Total expenditure	290 521.06
Balance carried forward	283 257.74

A full copy of the school's 2010 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

Our students have experienced a successful and exciting year in the Arts. This is evidenced by:

- Continuation of the very successful Talented Artists workshops at Fairfield High School with 18 students attending this year.

- Our Art Expo in Term 4 was very successful once again. A variety of work was displayed, all of a very high standard. The "Peoples' Choice" Award winners Rose Zhang, Kacey Donnelly and Patrick Sisavanh had their artworks entered in the Operation Art competition.



Book Week 2010

Sport

Our students have demonstrated their sporting skills this year through their performances in the Lansdowne Zone PSSA and Sydney South West Region competitions. Children at Carramar love their sport.

- We had eleven swimmers attend the Lansdowne Zone Swimming Carnival.
- Our sixty strong members of the cross country team placed second on percentages and third overall at the Lansdowne Zone Carnival. Eight students went on to represent at the Regional Carnival.
- Our school placed fifth at the Lansdowne Zone Athletics Carnival. Ten students went on to represent at the Regional carnival. Betty Mose represented Sydney South West at the NSW PSSA Athletics Carnival.
- The Girls Oz-Tag and Boys Softball teams were Premiers in the Friday afternoon Lansdowne PSSA competition while the Junior Boys T-Ball, Girls Basketball and Junior Netball teams were all runners up.
- One student, Osman Al-Khaled, represented Sydney South West in touch football.
- NSW Cricket Association and Parramatta Eels Rugby League Club led coaching clinics for our teachers and students.

- Banksia was the outstanding sporting house again this year winning both the Cross Country and Athletics carnivals.
- Reem Dagher, Lillie Caseres (joint) and Osman Al-Khaled were named as the Sportsperson of the Year.

Other

- Twenty-nine students entered the Australian Schools English Competition. Three students scored credits.
- Twenty-eight students entered the Australian Schools Mathematics Competition. Five students scored distinctions and one student scored a credit.
- Twenty-one students entered the Australian School Writing Competition. Two students scored credits.
- Twenty-three students entered the Australian Schools Spelling Competition. Two students scored distinctions and four students scored credits.



Book Week 2010

Academic

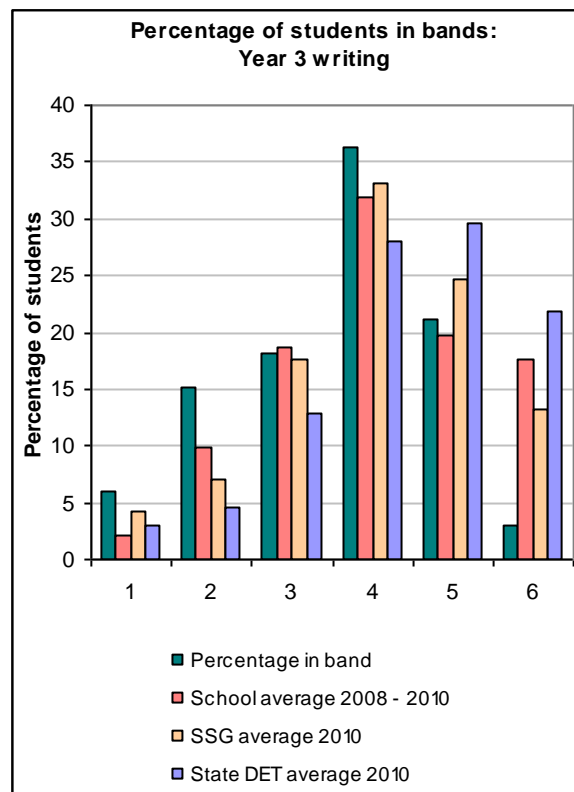
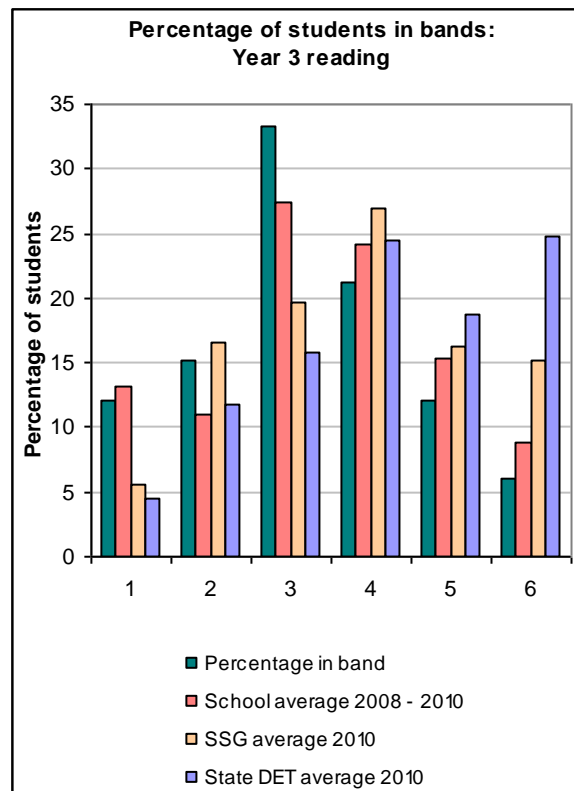
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

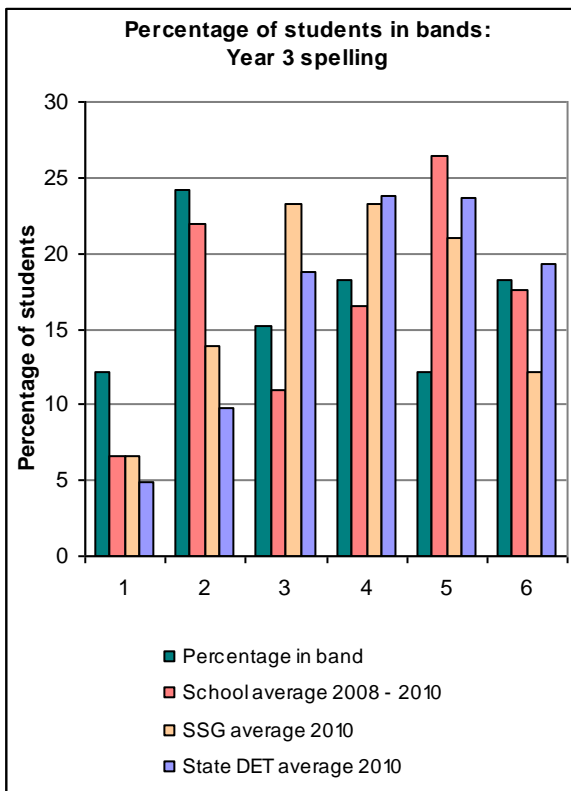
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

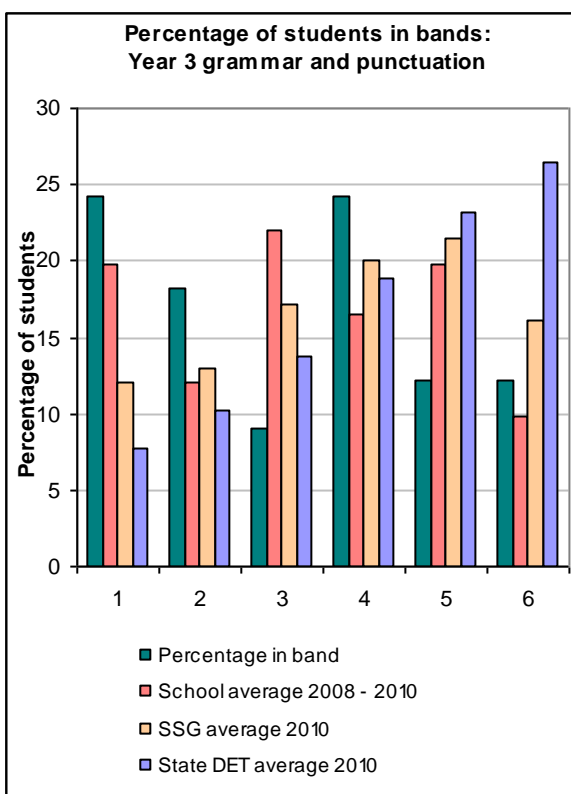
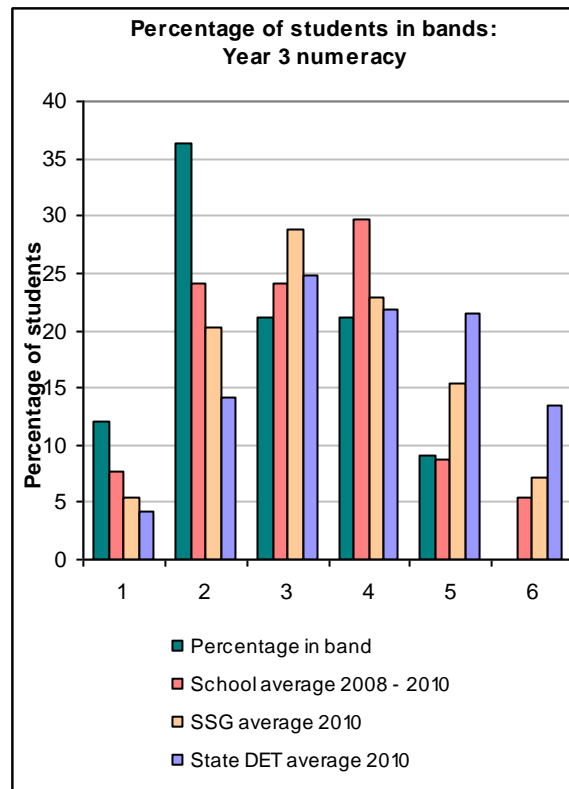
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

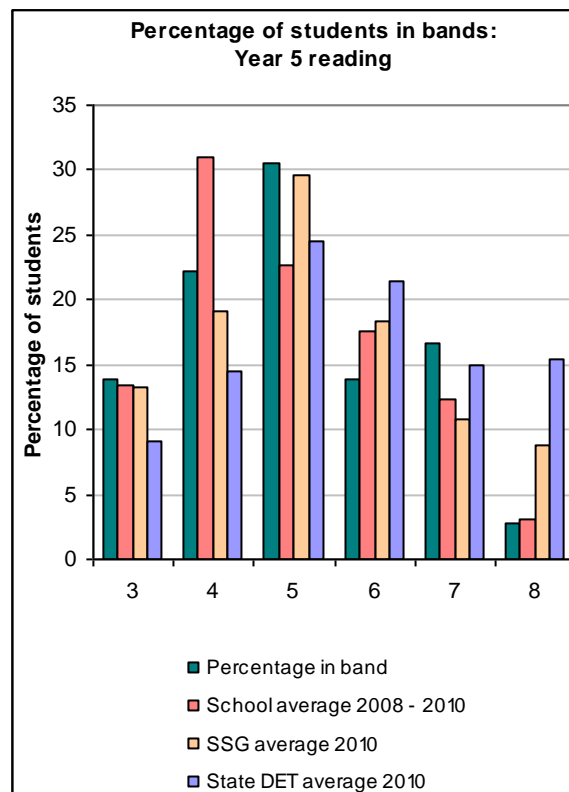


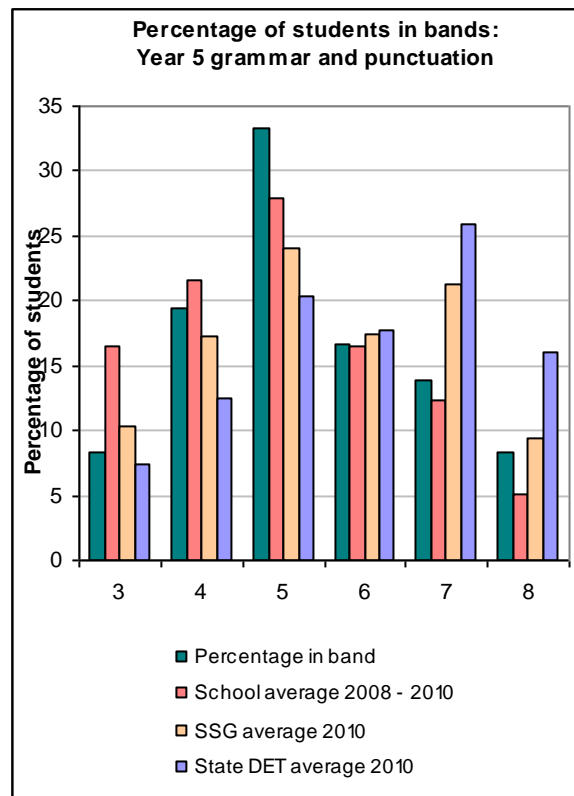
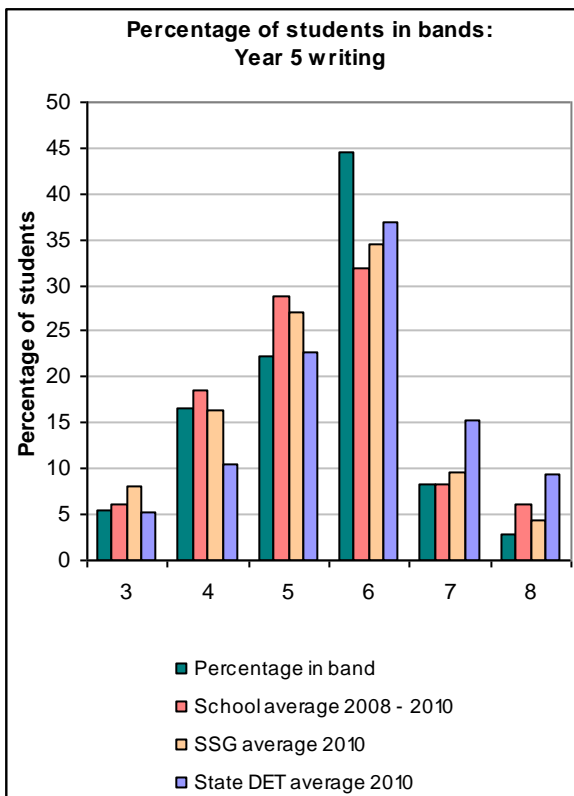


Numeracy – NAPLAN Year 3

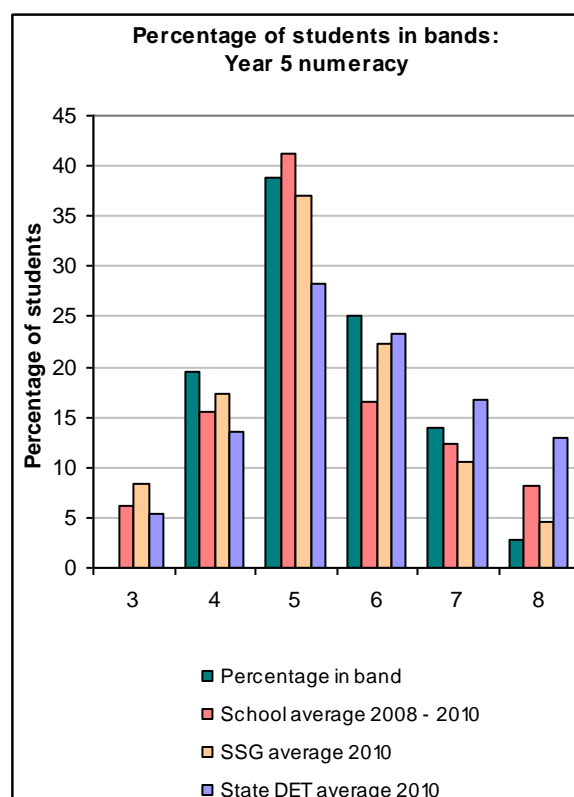
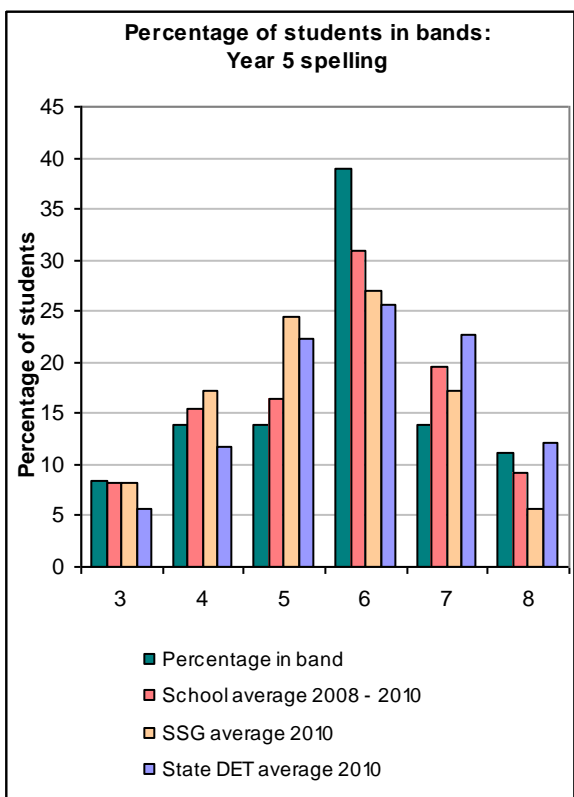


Literacy – NAPLAN Year 5





Numeracy – NAPLAN Year 5





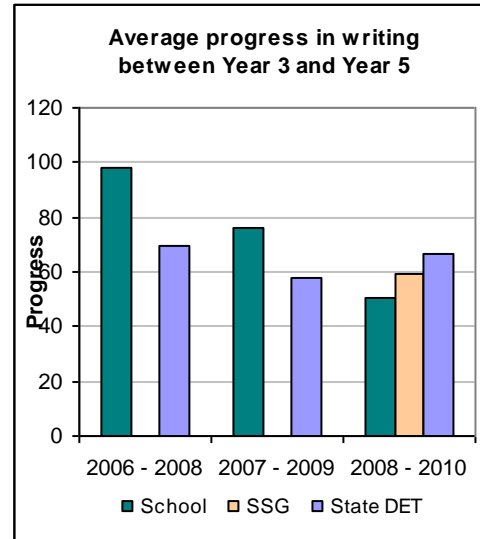
Book Week "Where The Wild Things Are"

Progress in literacy

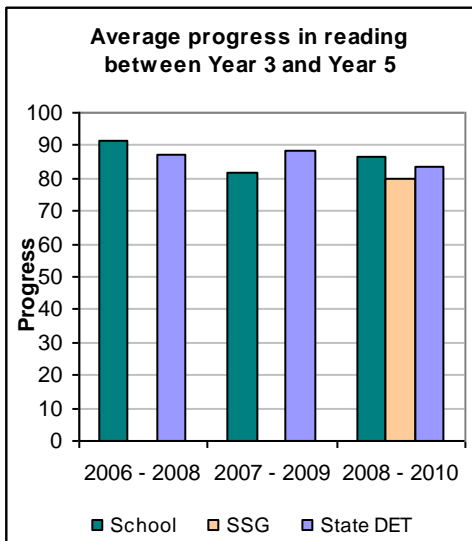
The graphs following show the average progress for students that were at Carramar in Year 3 and Year 5.

Note: State growth scores are for students in DET schools only.

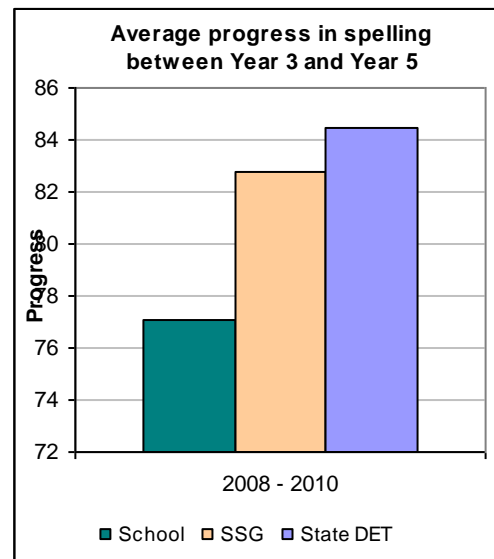
Growth data for Spelling and Grammar & Punctuation and comparison data for the newly created SSG categories is only available for the period 2008-10.



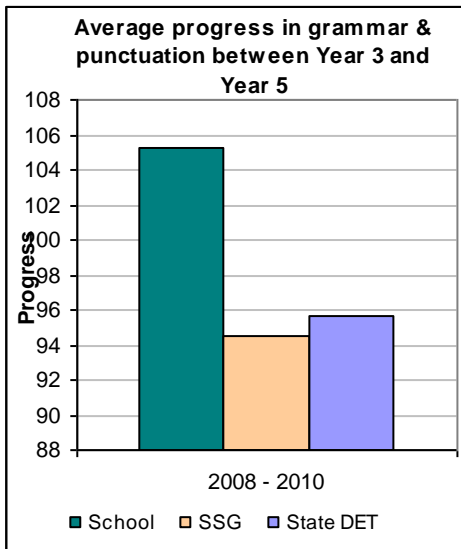
	2006 - 2008	2007 - 2009	2008 - 2010
School	98.0	76.2	50.5
SSG	N/A	N/A	59.3
State DET	69.3	57.7	66.8



	2006 - 2008	2007 - 2009	2008 - 2010
School	91.3	81.6	86.8
SSG	N/A	N/A	79.6
State DET	87.5	88.4	83.4

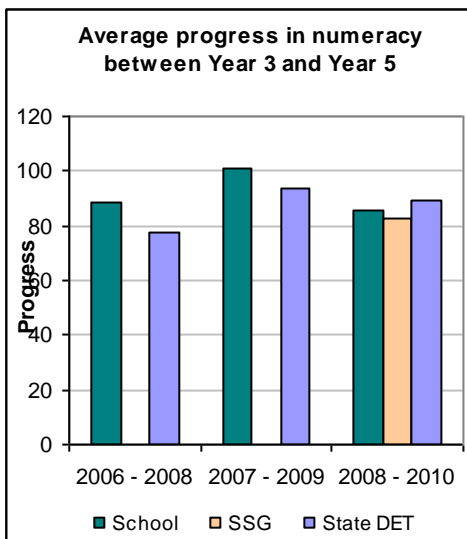


	2008 - 2010
School	77.1
SSG	82.8
State DET	84.5



	2008 - 2010
School	105.2
SSG	94.5
State DET	95.7

Progress in numeracy



	2006 - 2008	2007 - 2009	2008 - 2010
School	88.6	101.1	86.0
SSG	N/A	N/A	82.8
State DET	77.3	93.4	89.3

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and

punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 3 students achieving at or above minimum standard	
Reading	88
Writing	94
Spelling	88
Punctuation and grammar	76
Numeracy	88

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 5 students achieving at or above minimum standard	
Reading	86
Writing	94
Spelling	92
Punctuation and grammar	92
Numeracy	100

Significant programs and initiatives

Aboriginal education

Our school has a very small number of Aboriginal students. School programs incorporate areas from the Aboriginal Education Policy especially in the Key Learning Areas of English, Science and Technology and Human Society and its Environment (HSIE). Resources in HSIE continue to be purchased and aspects of Aboriginal culture are explored through art and performance.

The Aboriginal Education Policy is implemented to ensure all students have knowledge about Aboriginal history, culture and contemporary Aborigines.

Priority Schools Program

The Priority Schools Program (PSP) grant of \$36,700 helped ensure the successful implementation of quality educational programs for students, teachers and parents.

Funding from the Priority Schools Program enabled us to undertake a whole school literacy program called ALERT. This will lead to improved teaching practice and therefore student outcomes in literacy, through teacher professional development. Implementing ALERT strategies has ensured that there is a consistent approach to teaching and assessing phonics, spelling, grammar, reading and writing across the school.

Due to the success of our in-school Targeted Writing program in previous years, as indicated by student performance in pre and post testing and improved teaching practice, the writing program continued in 2010. This program works on a team teaching model which has provided an optimum learning environment with higher teacher/student ratios and shared teacher expertise.

Analysis of NAPLAN and school assessment data coupled with reviews of maths programs across the school, identified there was a need to provide targeted professional learning for teachers in the planning and programming of Mathematics and enhancing the teaching of Space and Geometry, with an emphasis on 3D Space in particular. An external consultant and PSP consultant were able to provide these services to staff.

Parents were encouraged and motivated to take an active role in school life through attendance at parent and staff workshops with our PSP Partnership Officer and with the ALERT facilitator. English classes for parents also commenced in the library every Wednesday. Attendance at Parent/Teacher interviews, Meet the Teacher afternoons, the community library, P&C Meetings and presentation assemblies also allowed them to develop greater understanding of many aspects of the school with an emphasis on literacy, numeracy and student welfare programs.



Best Start

- Best Start is used to inform teacher programs and students are reviewed every term and progress is charted on the Learning Continuum. As evidenced in data analysis, students, on the whole, have made progress in all aspects of Literacy and Numeracy.
- 2010 Best Start Literacy revealed that a significant number of students came to school with limited conventional literacy. For instance, 100% of students were at Level 0 or Level 1 for Reading, approximately 60% Level 0 and 40% at Level 1 for Writing, 95% of students were at Level 0 for comprehension.
- 2010 Best Start Numeracy revealed that more students came to school with more knowledge and experience of numeracy than literacy.

Multicultural education

Multicultural Education is a fundamental part of the school curriculum. Our school provides teaching practices which recognise and value the backgrounds, religions and cultures of all students.

In 2010, eighty five percent (85%) of our students came from a Non-English Speaking Background. Our major cultural groups were Arabic, Vietnamese, Cantonese, Hindu and Samoan.

The demand for ESL (English as a Second Language) support here is very high. We believe that all Stages are important and would benefit from increasing levels of ESL support.

This year saw:

- Effective consultation between ESL Support Teachers and Classroom Teachers with the implementation of teaching programs based on the needs of individual students and the needs of the whole class.
- Valuable consultation between ESL Support Teachers, Classroom Teachers, Learning Support Team and Counsellor to regularly determine the needs of all the ESL students and the way we structure programs to meet the students' needs.
- Successful communication with parents and community members. We look forward to celebrating all cultures through our Multicultural Day in 2011.

Respect and responsibility

The school continues to value a strong correlation between effective teaching/learning strategies and positive values.

Commemorative assemblies, such as ANZAC Day, promote our Core Values and highlight Australian heritage. Units of work in Stage 3 enable students to understand democracy and our political history. The behaviour expectations developed in the Raise Responsibility program explicitly teach behaviours, which demonstrate respect in classroom and non-classroom settings around the school. The school also continued the Student Representative Council whose main function is to support students and reflect the needs of the school from their perspective.

Positive self-esteem is promoted through our effective reward system. Class merits, "Value of the Week", and sport awards are some of our regular K-6 weekly assembly awards. Outstanding achievements are recognised at our annual presentation ceremony.



Excursion to Cumberland State Forest

National partnership programs

In 2011 Carramar Public School will become a 'National Partnerships on Low SES School Communities' school.

The Situational Analysis and School Strategies Plan 2009-2010 have been prepared and submitted. A copy of the plan is available on the school website. A progress report will be in the 2011 Annual School Report.

Progress on 2010 targets

Target 1

To improve student performance in literacy such that 80% of all students are achieving expected growth according to state benchmarks.

Our achievements include:

- There is stronger evidence of Quality Teaching dimensions in teaching programs, classroom practise and assessment tasks.
- Teaching programs and practices now reflect knowledge and skills gained in TPL. Parent attendance at workshops and subsequent feedback.
- NAPLAN and School based assessment results indicate positive growth but we still haven't met our target.

Target 2

To improve student performance in numeracy such that 80% of all students are achieving expected growth according to state benchmarks.

Our achievements include:

- No year 5 students were below the National Minimum Standard for numeracy. 12% (4 students) were below the National Minimum Standard for numeracy in year 3.
- Teaching programs and practices now reflect knowledge and skills gained in TPL.
- NAPLAN, Best Start and School based assessment results indicate positive growth but we still haven't met our target.

Target 3

Develop an improved home/school partnership through increased and sustained parental involvement in school life.

Our achievements include:

- Parents and carers have reported effective relationships with the school. Attendance at Kindergarten Orientation sessions by all new students and their parent/s was very pleasing.
- Stage 3 students provided very positive feedback from student surveys after completion of High School Transition Program.

- Students achieving in the lower bands in accordance with State Plan targets remains static.



Engaged students

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of;

Educational and management practice

Teaching Programs and Practice

Background

Each year the school completes an evaluation on a specific area of the school management. This year the students, community and staff were surveyed about teaching.

Findings and conclusions

Both students and teachers indicated that learning was underpinned by clear, quality instruction including clear explanations and good organisation and preparation.

There was evidence from staff that they had high expectations of student learning and students agreed that they were expected to try their hardest. This was also evident in lesson observations. However, there was room to improve the level of challenge based on student feedback. This was also evidenced in data analysis of student growth from Years 3 to 5 and in student surveys.

Students felt that they were better at reading than writing. In turn, they lacked some confidence in their numeracy skills.

Students responded well to a variety of teaching strategies and learning styles.

Students recognised that English is an important subject.

There was scope to further develop teachers' deep understanding of, and programming from, the English and Mathematics K-6 syllabus and their confidence to implement this in the classroom.

There was scope for teachers to provide more explicit feedback to students in mathematics.

Teachers identified that there could be further targeted professional learning in the teaching of literacy and numeracy.

Evidence from document analysis of teaching programs revealed a need to strengthen aspects of the Quality Teaching Framework, specifically in Intellectual Quality and Significance. This need was also evidenced from lesson observations and student feedback.

Teachers wanted more specialist support in literacy and numeracy sessions.

Specialist support in literacy is flexible and based on prioritising student learning needs on a term by term basis.

Staff stated the school is well resourced to support the effective teaching of literacy and numeracy.

Teachers valued cooperative planning and team teaching.

Future directions

Explicit teaching and modelling of strategies to develop teachers' knowledge, understanding and delivery of identified areas of student need as indicated through TPL around NAPLAN results in Literacy.

Explore the options for restructuring support teacher time allocation to maximise literacy support across the school.

Improve parents' understanding of literacy in the classroom through workshop sessions.

Curriculum

Reading

Background

Reading was chosen as the curriculum area to be evaluated as the school is consistently endeavouring to improve student outcomes in this subject.

Findings and conclusions

Teacher and parent surveys were conducted, student focus groups were interviewed and library borrowing was analysed. The following findings were obtained:

The majority of teachers believe the strengths in the teaching of reading at Carramar PS include the guided reading program, Reading Recovery and the intervention from Support Teachers Learning Assistance and English as Second Language teachers. Teachers require further understanding in the teaching of literacy to English language learners.

Our school is underperforming relative to the state in terms of reading.

There were a number of specific outcomes identified as areas of focus including: linking information from different parts of a text, linking information between visuals and text, knowledge of words meaning e.g. synonyms (ESL and LBOTE backgrounds), and evaluative information (*Head* questions that require students to draw on own knowledge and experience).

In terms of trend data, 2009 saw a significant decrease in results compared to South Western Sydney schools, 2010 shows an increase from these results.

Future directions

Analysis of the information collected indicated the need for the following:

- Further inservicing teachers in the use of NAPLAN data analysis as a tool to inform the teaching of reading.
- Professional development for teachers in the teaching of English language learners.
- Releasing teachers for collaborative stage planning to embed effective reading strategies in all programs.

- There needs to be an explicit focus on the teaching of reading and this was also reflected in student performance in numeracy students were challenged by the high literacy demands for solving problems.
- Year 3 performance data revealed the need for focused early intervention strategies in literacy in the early years.
- There needs to be a focus on the language of mathematics.



Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Parents stated that school communication was a strength and that they felt they were provided with opportunities to consult and participate in relevant decision-making processes.
- Parents stated that they felt there was a connection between learning at home and at school. They desired more of an emphasis on how to develop their role in supporting student learning.
- The multicultural make-up of the school was viewed as positive and enriched the school culture. However, some parents believed that the school could further acknowledge the diversity of linguistic and cultural backgrounds in school life and not just emphasise the main cultural/linguistic groups.
- Parents suggested that there was scope to build stronger partnerships between the school and the wider community and that

this would have a positive impact on the school's image.

- Some of the suggestions for improvement provided by parents included: English classes for parents, providing interpreters and community language classes.
- Students stated that they were treated fairly in a well managed classroom and that they had positive relationships with their teachers. This was also evidenced in lesson observations.
- Students and teachers reflected that feedback on student learning was timely, relevant and positive. This was also evidenced in lesson observations.
- Students believed that their parents had higher expectations of them in literacy and numeracy than did their teachers.



Professional learning

Targeted professional learning funds have contributed to the following programs:

- On Track Literacy
- ALERT
- Regional and external support for the teaching of Mathematics
- Live Life Well – PDHPE focus

Evaluation of focused professional learning revealed that:

- More time was required to embed and then evaluate programs.
- Teachers valued stage planning time to implement and inform teaching programs
- There was scope to utilise the expertise of staff within the school. For instance, the

school currently has four teachers who are trained in Reading Recovery.

- Where there was high support for the implementation of programs there was more successful embedding of programs into practice.
- Teachers valued the expertise of consultants and staff who were able to make effective links to syllabus outcomes.
- Where support staff were part of the professional learning there was a more consistent approach to the implementation of programs.

School development 2009 – 2011

Targets for 2011

Target 1

To improve student performance in literacy such that 85% of all students are achieving expected growth according to state benchmarks.

Strategies to achieve this target include:

- Continue with teacher professional learning in Best Start, Reading Recovery and ALERT.
- Further improve parents' understanding of literacy learning in the classrooms through parent workshops lead by PSP Partnerships officer.
- Develop, implement and evaluate quality criteria assessment tasks and practices in each stage.
- Development or refinement of IEPs for those students not achieving National Benchmarks in aspects of numeracy.
- Development of Personal Learning Plans for all Aboriginal Students.
- Provision for professional dialogue in cooperative planning days to develop consistent teacher judgment in literacy.
- Analysis of NAPLAN data and school based assessments to inform areas of need in terms of TPL and student needs in literacy.

Our success will be measured by:

- Teaching programs and practices that reflect knowledge and skills gained in TPL.
- Parent attendance at workshops and subsequent feedback.
- Evidence of Quality Teaching dimensions in teaching programs, classroom practice and assessment tasks.
- NAPLAN and School based assessment results that indicate positive growth.

Target 2

To improve student performance in numeracy such that 85% of all students are achieving expected growth according to state benchmarks.

Strategies to achieve this target include:

- Whole school TPL in identified areas of need in numeracy with the regional maths consultant.
- Analysis of NAPLAN and school based assessment data to further inform areas of need in terms of ongoing TPL and student needs in numeracy.
- Development or refinement of IEPs for those students not achieving National Benchmarks in aspects of numeracy.
- Development of Personal Learning Plans for all Aboriginal Students.
- Continued implementation and professional learning in Best Start.

Our success will be measured by:

- Teaching programs and practices that reflect knowledge and skills gained in TPL.
- NAPLAN, Best Start and School based assessment results that indicate positive growth.
- Successful implementation of IEPs and results that indicate those students have reached or exceeded the national benchmark in numeracy.

Target 3

Retain the parents of Kindergarten 2009, 2010 and involve 25% of the parents of 2011 kindergarten students in school experiences.

Strategies to achieve this target include:

- Consultation with PSP Partnership Officer to devise strategies to better engage our parent community.
- In addition to current orientation program, utilise the expertise of PSP Partnership Officer to assist in the program delivery and in further engaging LBOTE parents.
- Parent workshops in curriculum areas driven by parent need and in line with current TPL e.g. ALERT.
- Updating and maintaining the school website with details of school policies, events and student achievements.
- Use EduPro and SMART data for tracking student performance. Teachers and LST to create specific programs targeting students that are at risk and targeting students for extension activities.

Our success will be measured by:

- Parents and carers report effective relationships with the school. Attendance at Kindergarten Orientation sessions by all new students and their parent/s.
- Positive feedback from student surveys after completion of High School Transition Program.
- Decreased proportion of students achieving in the lower bands in accordance with State Plan targets.
- Increased proportion of students achieving in the higher bands in accordance with State Plan targets.



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.

Kerri Keeley	Assistant Principal
Tracey Lingard	Assistant Principal
Lisa Pola	Assistant Principal
Roslyn Welling	Staff Representative
Sharon Champion	Parent Representative
Greg Way	Principal

School contact information

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Web: www.carramarps.com.au

School Code: 3328

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: <http://www.schools.nsw.edu.au/asr>