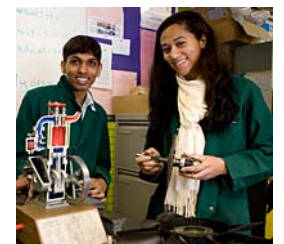
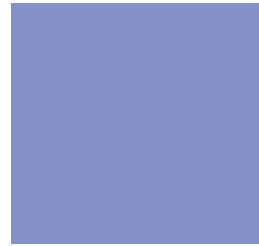


2009 Annual School Report Carramar Public School

NSW Public Schools – Leading the way



Principal's message

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

The school maintained a number of highly successful programs implemented in 2008 to provide students with extra educational support and opportunities throughout 2009. Major initiatives include our Priority Schools Funded program called "Literacy On Track". This involved in-class demonstration lessons plus after school training and development for staff.

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.

Students continued to participate strongly in the local Lansdowne Primary Schools Sports Association competitions as well as the Premier's Sporting Challenge. The students also completed art works that were displayed in the library as part of the Carramar Public School Art Exhibition.

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

P&C message

The Parents and Citizens Association meet 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 much needed resources for Kindergarten, gifts for the outgoing Year Six students and it also funded the Year Six picnic day.

Tracey Tydeman

President 2009

Student representative's message

2009 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. We would also like to thank the students of Carramar for their kind donations.

We would like to congratulate the 2010 S.R.C and wish them all the very best in the year ahead.

Kathy Vu and Yuan Luong

School context

Student information

The students are very willing to "have a go" and are involved in academic, cultural and sporting activities. Visitors to the school always comment on their friendliness.

Student enrolment profile

At the beginning of 2009 Carramar PS had an enrolment of two hundred and forty students divided into ten classes. The enrolment numbers have been declining over the last few years due to the closure of the public housing block in Kamira Court. Hopefully the planned replacement housing will see numbers build again.

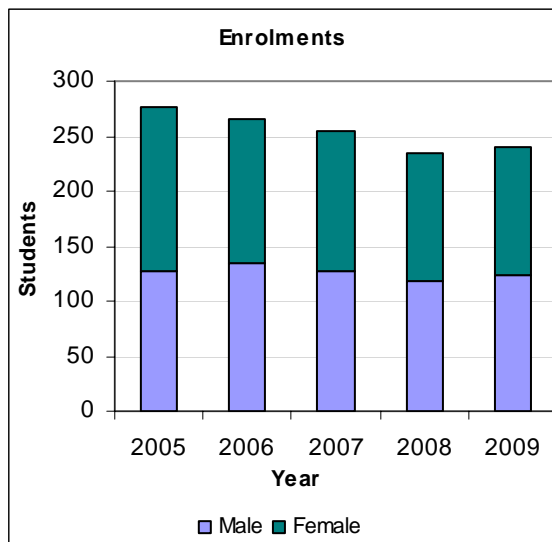
87% of our students come from backgrounds other than English. The school population is comprised of 29 different cultural groups. The main cultural groups in the school are:

- Vietnamese (21%),
- Arabic (20%)
- Cantonese (5%); and
- Samoan (5%).

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

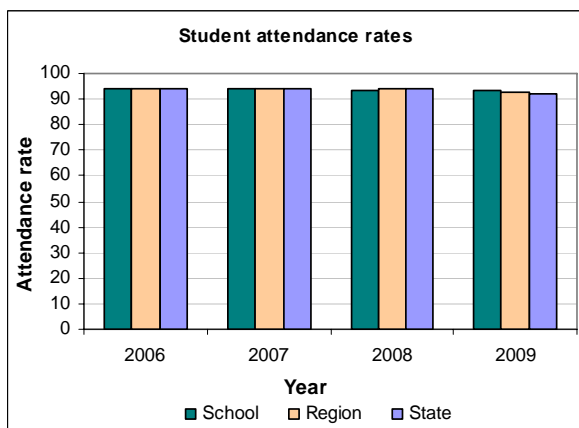


Multicultural Day 2009



	2005	2006	2007	2008	2009
Male	128	135	128	119	124
Female	148	130	127	115	116

Student attendance profile



Management of non-attendance

Student attendance rates in 2009 exceeded those of both the state and region. 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 2009 class size audit conducted on Wednesday 18 March 2009.

Roll Class	Year	Total per Year	Total in Class
1-2H	1	11	22
1-2H	2	11	22
1-2K	1	11	24
1-2K	2	13	24
1-2M	1	11	23
1-2M	2	12	23
3-4E	3	13	25
3-4E	4	12	25
3-4Z	3	12	24
3-4Z	4	12	24
4-5L	4	12	25
4-5L	5	13	25
5-6S	5	11	22
5-6S	6	11	22
5-6V	5	11	26
5-6V	6	15	26
KC	K	19	19
KM	K	20	20

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	1.0
Assistant Principal(s)	3.0
Classroom Teachers	7.0
Teacher of Reading Recovery	0.525
Support Teacher Learning Assistance	0.9
Teacher Librarian	0.6
Part-Time Teacher	0.4
Teacher RFF	0.42
Priority School Funding Scheme	0.3
Teacher of ESL	1.4
Counsellor	0.2
Total	15.745

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:	30/11/2009
Income	\$
Balance brought forward	151 271.70
Global funds	142 874.76
Tied funds	80 288.11
School & community sources	46 223.41
Interest	6 053.12
Trust receipts	19 365.52
Canteen	0.00
<i>Total income</i>	<u>446 076.62</u>
Expenditure	
Teaching & learning	
Key learning areas	20 777.31
Excursions	13 968.15
Extracurricular dissections	22 776.21
Library	11 716.32
Training & development	1 743.46
Tied funds	76 723.65
Casual relief teachers	28 828.62
Administration & office	39 725.16
School-operated canteen	0.00
Utilities	24 948.37
Maintenance	21 334.16
Trust accounts	12 426.17
Capital programs	28 405.00
<i>Total expenditure</i>	<u>303 372.58</u>
Balance carried forward	<u>142 704.04</u>

A full copy of the school's 2009 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 2009

Achievements

Arts

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

- A whole school art installation (temporary artwork) that was created for Reconciliation Day. All classes worked together on a class art project around the reconciliation theme.
- Continuation of the very successful Talented Artists workshops at Fairfield High School with 17 students attending this year.
- Our successful Art Expo in Term 4. A variety of work was displayed, all of a very high standard.
- Students participating in the Musica Viva program in their class lessons and attending a performance by the visiting group Sirocco. Through their music they tried to express the concept of "Australia in Asia".

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.



Learning to swim

- Our sixty-six member cross country team won on percentages at the Lansdowne Zone Carnival. Nine students went on to represent at the Regional Carnival.

- Our school placed eighth at the Lansdowne Zone Athletics Carnival. Our Junior Boys Relay team won their event and went on to represent at the Regional carnival.
- The Junior Oztag, Girls Oztag and Modified Cricket teams were all runners up in the Friday afternoon Lansdowne PSSA competition.
- Two students represented Sydney South West PSSA in Touch Football and Rugby League.
- NSW Cricket Association and Parramatta Eels Rugby League Club led coaching clinics for our teachers and students.
- Banksia was the outstanding sporting house this year winning both the Cross Country and Athletics carnivals.

Other

- Thirty-one students entered the Australian Schools English Competition. Two students scored distinctions and two scored credits.
- Thirty-three students entered the Australian Schools Mathematics Competition. One student scored a high distinction, four students scored distinctions and three students scored credits.
- Twenty-three students entered the Australian School Writing Competition. One student scored a credit.
- Twenty-four students entered the Australian Schools Spelling Competition. Three students scored distinctions and four students scored credits.

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.

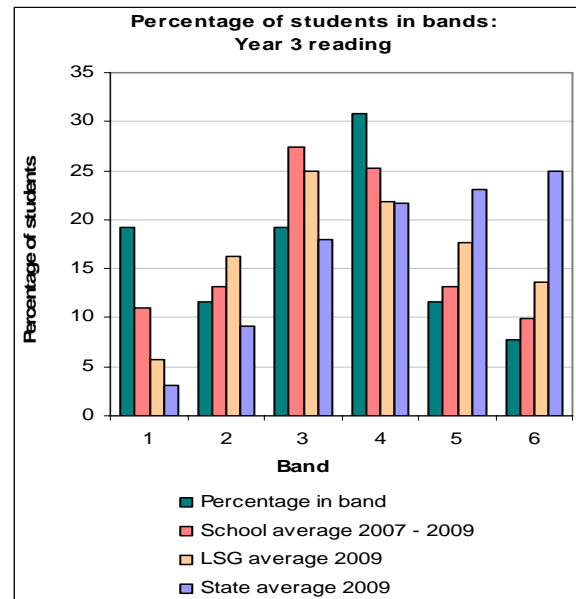
The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

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)

Completing the National Assessment Program in 2009 were 26 students from Year 3 and 35 students from Year 5. No students were exempt from the tests.

Literacy – NAPLAN Year 3

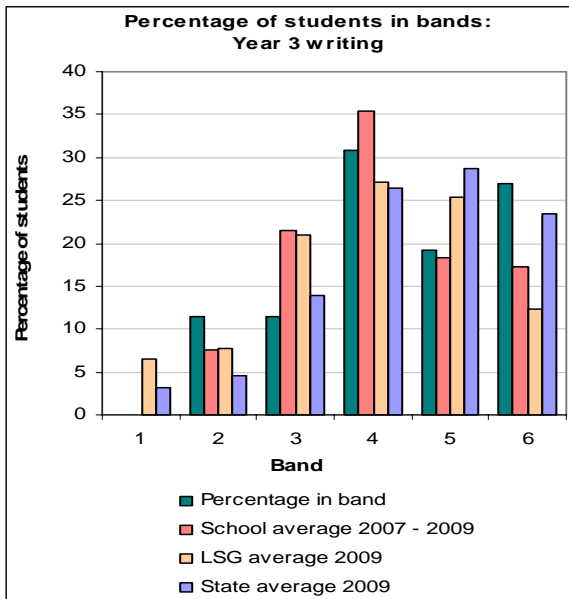


The data in the above graph indicates that for reading the school has:

- A large percentage of students in bands 1 and 2 (31%) in comparison to the state average of 12%
- A small percentage of students in band 6 (8%) in comparison to the state average of 25%.



Literacy and Numeracy Week activity

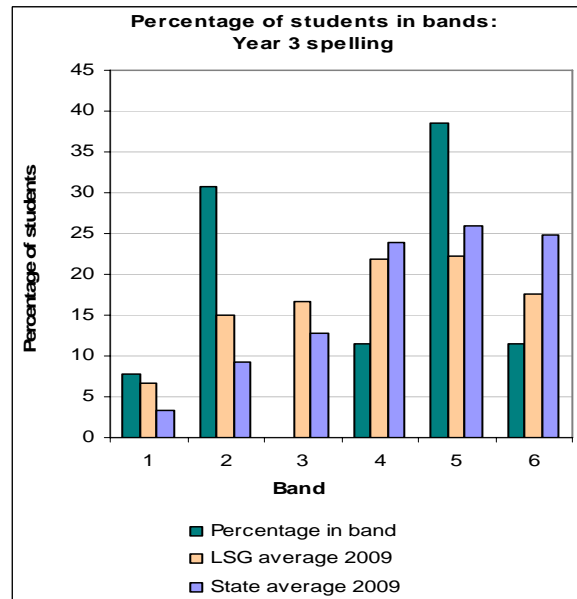


The data in the above graph indicates that for writing the school has:

- No students in band 1 and only 3 students (12%) in band 2
- A large percentage of students in band 6 (27%) which is higher than the state average of 23%.

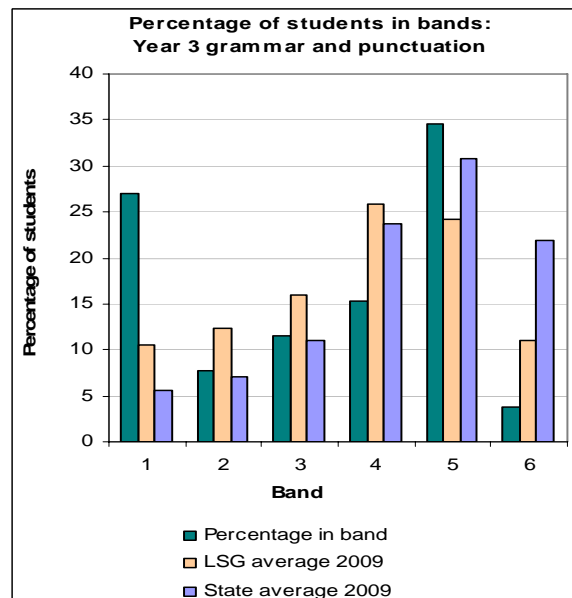


"The three bears chase Goldilocks"



The data in the above graph indicates that for spelling the school has:

- A large percentage of students in bands 1 and 2 (40%) in comparison to the state average of 12%
- A large percentage of students in bands 5 and 6 (50%) which is very similar to the state average of 51%.

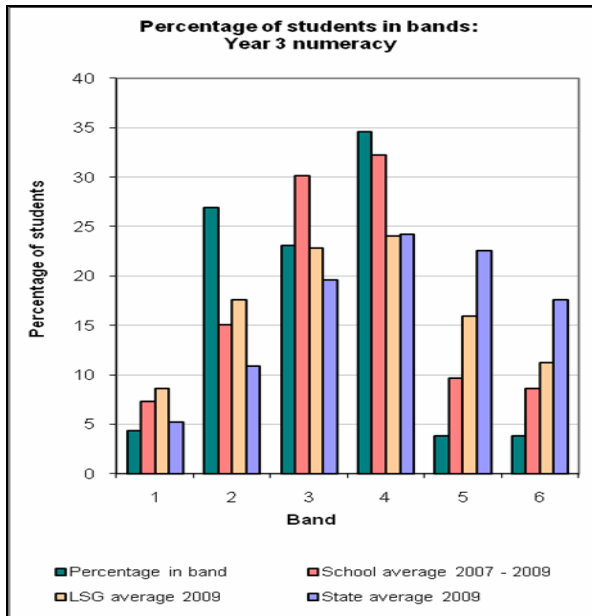


The data in the above graph indicates that for grammar and punctuation the school has:

- A large percentage of students in bands 1 and 2 (35%) in comparison to the state average of 13%

- 39% of our students are in bands 5 and 6 which is higher than the Like School Group average of 35% but lower than state average of 53%.

Numeracy – NAPLAN Year 3



The data in the above graph indicates that for reading the school has:

- A large percentage of students in bands 3 and 4 (63%) in comparison to the state average of 18%

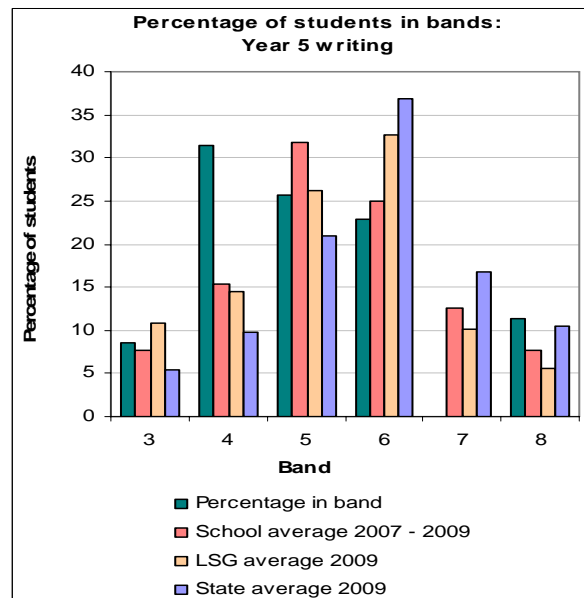
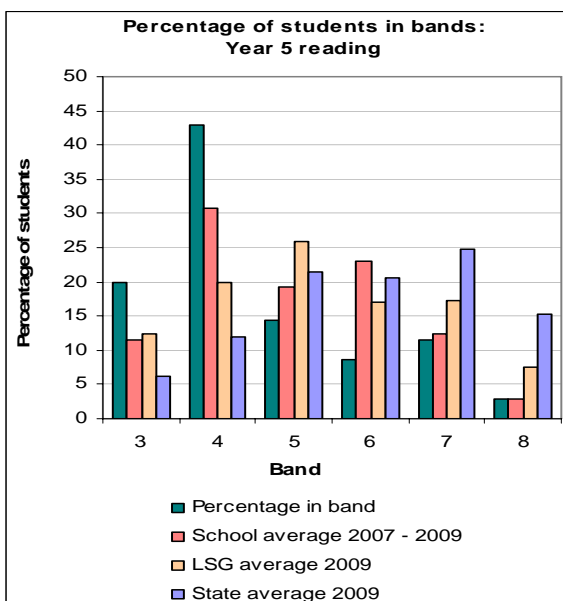


Literacy and Numeracy Week activity

The data in the above graph indicates that for numeracy the school has:

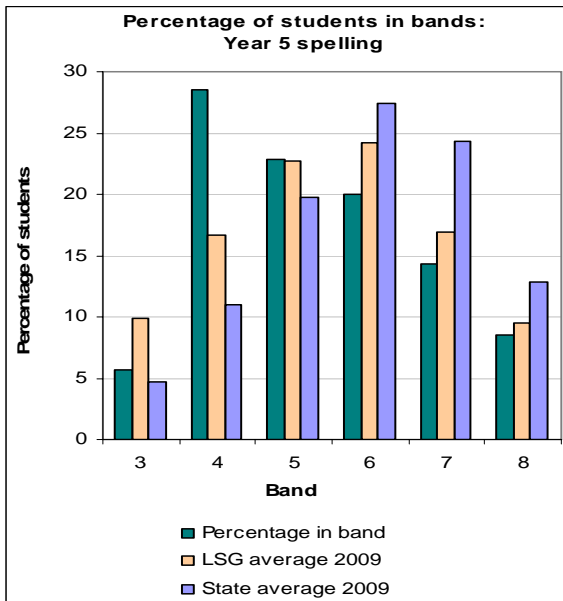
- A large percentage of students in bands 1 and 2 (35%) in comparison to the state average of 16%
- 85% of our students are in bands 2, 3 and 4 in comparison to the state average of 55%

Literacy – NAPLAN Year 5



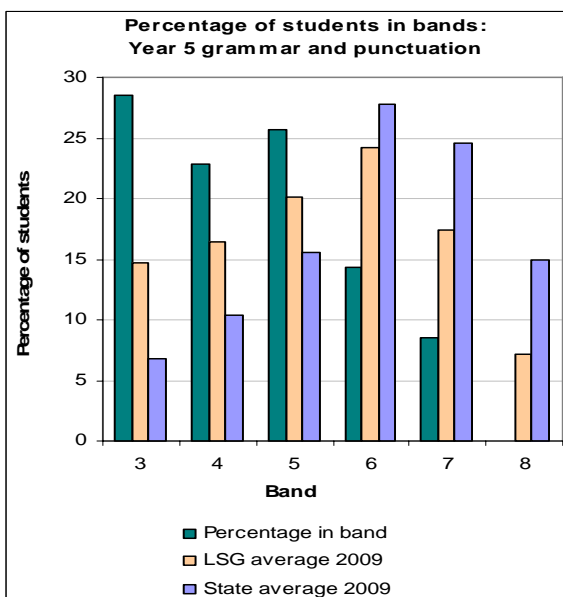
The data in the above graph indicates that for writing the school has:

- A large percentage of our students are in bands 4, 5 and 6 (80%)
- 11% percent of our students are in band 8 which is higher than the Like School Group average of 7% the state average of 10%.



The data in the above graph indicates that for spelling the school has:

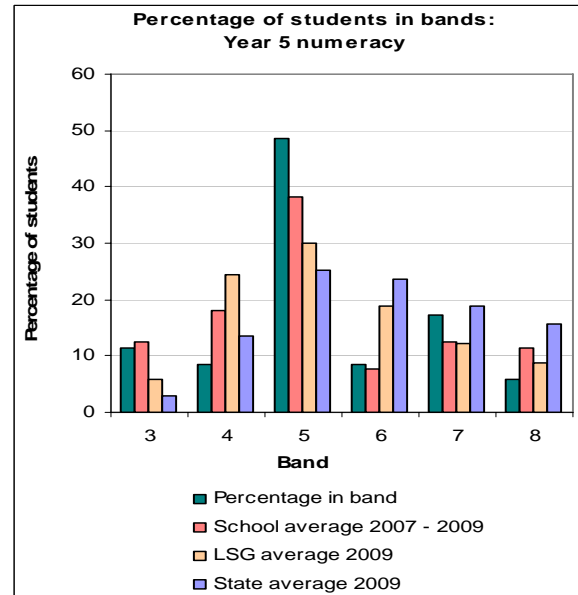
- 72% percent of our students in bands 4, 5, and 6, which is higher than the Like School Group average of 64% and the state average of 58%.



The data in the above graph indicates that for grammar and punctuation the school has:

- A majority of students in bands 3, 4 and 5 (77%)

Numeracy – NAPLAN Year 5



The data in the above graph indicates that for numeracy the school has:

- A majority of students in band 5 (49%)
- 23% percent of our students are in bands 7 and 8 which is higher than the Like School Group average of 21% but lower than state average of 34%.

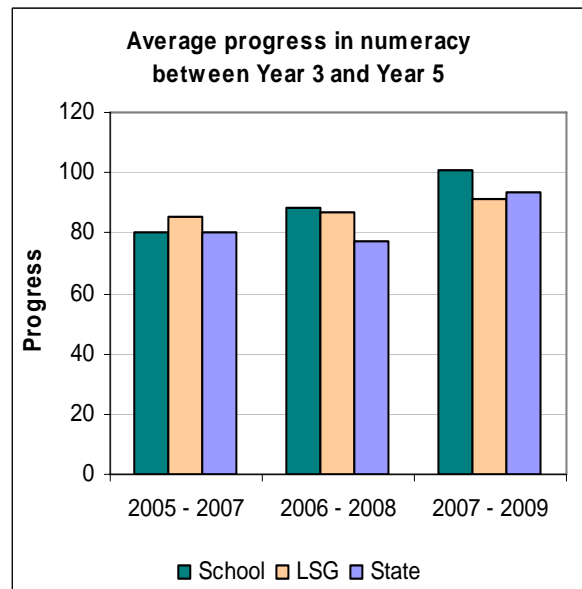
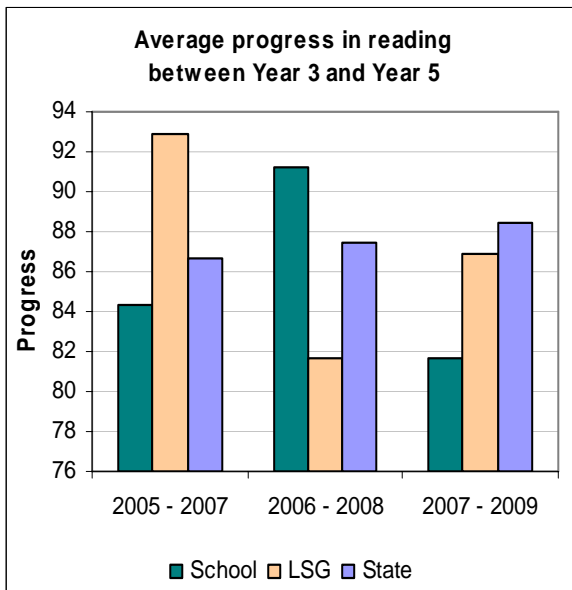


Literacy and Numeracy Week activity

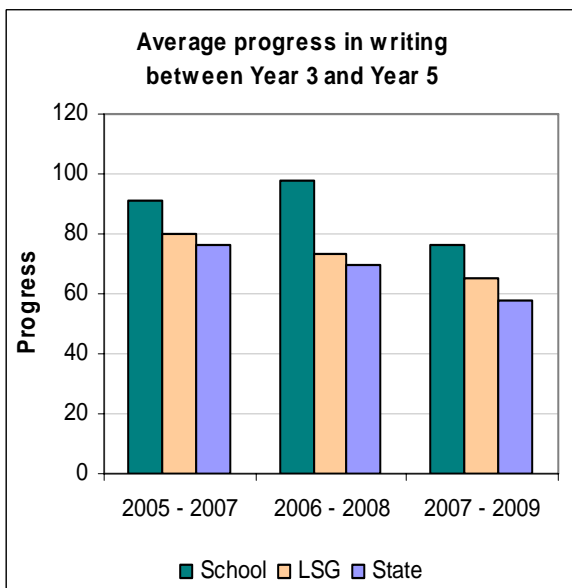
Progress in literacy

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

Results showed that of the 35 students who sat for the assessment in Year 5, 23 (66%) were at our school in Year 3. The graphs below show that in reading our students' growth was lower than both the State and Like School Group averages.



The progress in writing, as shown below, has been maintained above State and Like School Group averages.



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 2009

Aspect	%
Reading	81
Writing	100
Spelling	92
Punctuation and grammar	73
Numeracy	92

Progress in numeracy

Results showed that of the 35 students who sat for the assessment in Year 5, 23 (66%) were at our school in Year 3. The graph below shows that in numeracy our students' growth was higher than both the State and Like School Group averages.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

Aspect	%
Reading	80
Writing	91
Spelling	94
Punctuation and grammar	71
Numeracy	89

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.



Multicultural Day 2009

Multicultural education

Multicultural Education is an important part of the school curriculum. Our school provides inclusive teaching practices which acknowledge and value the backgrounds and cultures of all students and promotes an open attitude towards different cultures and religions.

Eighty seven percent (87%) of our students come from backgrounds other than English. All school programs are culturally inclusive. The students are further supported by our English as Second Language (ESL) teachers either in class or as part of withdrawal groups.

Respect and responsibility

Carramar Public School has as its foundation, the values of Australian society. The core values are incorporated into our Student Welfare program and the school's Code of Conduct. Values Education continues to be held in high regard by students, staff and the community. A strong values based program has been specifically designed for our students by our staff. This program incorporates values, social skills, resilience and well-being strategies. All these skills are aimed at developing positive self esteem

amongst students and also have elements of anti-bullying strategies. The teaching of values is developed at age appropriate levels from Kindergarten to Year 6.

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 whole school 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.



Our Mural

Other programs

Priority Schools Program

The Priority Schools Program (PSP) grant of \$34,100 helped ensure the successful implementation of quality educational programs for students, teachers and parents.

Improved Literacy and Numeracy outcomes were achieved by students. Teacher method and practice was strengthened through use of Quality Teaching principles. Employment of two additional teachers for one day per week enabled us to provide in class professional development for staff. Reading and problem solving became a whole school focus.

Early Stage 1 and Stage 1 were provided with extra in-school support during literacy groups. Stages 2 and 3 were identified as target groups for a special PSP reading program.

Parents were encouraged and motivated to take an active role in school life through Parent/Teacher interviews, Meet the Teacher afternoons, the community library, P&C Meetings, presentation assemblies and in Newsletters. This involvement allowed them to develop greater understanding of many aspects of the school with an emphasis on literacy, numeracy and student welfare programs.

PSP has assisted in:

- Enabling students to further develop their literacy and numeracy skills. Assessments, both nationally and within school, show outstanding growth in writing and numeracy when compared to the state and school education group results.
- Further development of explicit teaching in both literacy and numeracy is leading to quality outcomes for students as evidenced by NAPLAN results.
- Ensuring staff were trained in a variety of practices during 2009 and this will continue into 2010.
- A variety of resources were purchased so each class room has the basic requirements to effectively support quality teaching practice.



Cares Excursion

Progress on 2009 targets

Target 1

To improve student performance in literacy such that 75% of all students are achieving at least one band growth during the academic year according to State benchmarks.

Our achievements include:

- Of the students that attended Carramar from year 3 to year 5 (23 students) 78% showed at least one band growth during the academic year according to State benchmarks.
- Of the students that attended Carramar from year 3 to year 5 (23 students) 43% showed higher than average State growth.
- We have regularly scheduled professional learning meetings to ensure consistent implementation of the Literacy Plan and school targets across the school. All staff members completed the first stage of the Literacy On Track program.
- Increased teacher access to and use of SMART data and used school-based assessment data to inform planning and programming.
- Begun the process of developing, implementing and evaluating quality assessment tasks in each stage on dedicated stage planning days.
- Maintained ongoing implementation and professional learning in Jolly Phonics, Best Start and Reading Recovery.

Target 2

To improve student performance in numeracy such that 75% of all students are achieving at least one band growth during the academic year according to State benchmarks.

Our achievements include:

- Of the students that attended Carramar from year 3 to year 5 (23 students) 91% showed at least one band growth during the academic year according to State benchmarks.
- Of the students that attended Carramar from year 3 to year 5 (23 students) 48% showed higher than average State growth.
- Identified aspects of numeracy in which students are underperforming for particular cohorts and individuals.
- We have provided professional learning opportunities that will increase teachers' capacity to identify and address students learning needs in numeracy.
- We have scheduled professional learning meetings to ensure implementation of DET Maths scope and sequence across the school.
- Evaluated and monitored current teaching practices.

Target 3

To improve student engagement and retention through quality teaching practices.

Our achievements include:

- Further implementation of the NSW Quality Teaching model.
- Professional learning in Quality Teaching and assessment practices.
- Continued participation in Kidsmatter project.
- Maintained high quality transition programs to support students and their families.
- Establishing effective partnerships with families and the community.
- Whole-school implementation of Raise Responsibility positive behaviour program.
- Continued to issue Perfect Attendance awards.
- Continued use of behaviour database.

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 2009 our school carried out evaluations of learning and English.

Educational and Management Practice

Learning

Background

School staff, students and parents were surveyed to evaluate effective learning strategies. This was done using SchoolMap questionnaires, developed by the Department of Education and Training (DET). The questionnaires focused on three aspects of learning: Student Learning, Teacher Learning and the Learning Environment.

Findings and conclusions

The evaluation confirmed that parents and staff agree that the learning environment is stimulating for students and that a wide range of appropriate resources are available and used to meet the varied needs of all students. Parents also felt the staff were very committed and talented and used their skills and interest to broaden the academic, artistic, social and sporting skills of our students.

The evaluation also showed that the staff is committed to on-going professional learning and improving learning methods.

Future directions

Staff observations indicate that students would benefit by reflecting on and being involved in the evaluation of their own learning, thus improving their independence.

Continually highlight with parents the various ways of parent-teacher communication through parent/teacher meetings, the school newsletter, and school website.

Evaluate the current process to help identify staff professional learning needs and use this information to provide opportunities both within the school and externally for professional learning.



Stage 1 hard at work

Curriculum

English

Background

Staff, through class, whole school and NAPLAN assessment, saw the need to focus on literacy skills in all classes for 2009, particularly in reading.

New resources, particularly for the explicit teaching of guided reading and reading comprehension skills, were purchased to cater for individual needs and levels of student ability.

Through the Literacy On Track program all staff members were in-serviced in specific teaching strategies in guided reading, oral and written comprehension skills and links with best practice from other school networks were initiated.

Findings and conclusions

Students worked well in reading group activities and a great deal of language and literacy development, both oral and written, was observed by staff. Students were highly motivated and actively engaged in learning literacy skills. The formation of a text type sample folder supported teacher resource and program development.

Students were stimulated to read through the purchase of new resources and many became involved in reading challenges. Results from class assessment and standardised reading tests indicated some improvement by the majority of students.

The PSP funded literacy program led by Mrs Welling was very successful and strongly supported by the teachers and students.

Future directions

The careful monitoring of students' levels of achievement and progress will direct school plans and lesson preparation to cater for individual needs.

We need to maintain reading as a focus area for 2010.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students, staff and parents indicated the school is friendly, supportive and accepting. Parents indicated the school is well resourced and has a positive feel. A wide range of programs are offered. Continued commitment to resourcing technology and promoting a healthy lifestyle were highlighted.

The parents support the school's values program and the teaching of respect and responsibilities. The Parents and Citizens' Association (P&C), in addition to fundraising, provide forums for an exchange of views on educational issues and discussion and development of school policies and programs.



Stage 2 Science Activity

Professional learning

Our teachers and support staff participated in a range of learning activities during the year. Emphasis was placed on development at the stage or team level, with fortnightly meetings and team planning time each term. All full time staff members attended over 50 hours of professional development throughout the year. The majority of this occurred during after school professional development meetings.

Our Teacher Professional Learning (TPL) budget of \$9 812 (\$633 per teacher), was supplemented by specific funds for Best Start and the Priority Schools Program. The TPL committee oversaw the allocation of funds in the following areas:

- Kindergarten Best Start. This government initiative continued in 2009, enabling our Kindergarten and Stage 1 teachers to participate in a number of professional learning opportunities.
- Literacy On Track – a whole school literacy program in which all teachers participated. This included teacher professional learning sessions after school, on school development days and team teaching/demonstration lessons with the consultant.
- Interpreting SMART data courses were run for teachers and the executive.
- Student Welfare - Teachers were trained in the "Raise Responsibility" behaviour system, identifying and helping students with mental health issues, CPR and anaphylaxis re-training.
- Technology - Teachers were trained in IWB software (Smart Notebook). Technology co-ordinators attended network meetings

School development 2009 – 2011

The school has developed a School Plan for 2009-2011 that prioritises three areas of focus including literacy, numeracy and student welfare outcomes. Copies of this plan are available from the school office.

Targets for 2010

Target 1

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

Strategies to achieve this target include:

- Ongoing professional learning in Best Start, Jolly Phonics, Reading Recovery and ALERT.
- 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.
- Provision for professional dialogue in cooperative planning days to develop consistent teacher judgement 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 practise and assessment tasks.
- NAPLAN and School based assessment results that indicate positive growth.

Target 2

To improve student performance in numeracy such that 80% 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 and an external 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 of IEPs for those students not achieving National Benchmarks in aspects of numeracy.
- 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

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

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
Alison Vought	Assistant Principal (Rel.)
Kerry Gorzanelli	Staff Representative
Tracey Tydeman	Parent Representative
Greg Way	Principal



Halloween 2009



Halloween 2009

School contact information

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Fax: 9724 1660
Email: carramar-p.school@det.nsw.edu.au
Web: www.carramarps.com.au
School Code: 3328



Halloween 2009

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>