2009 Annual School Report
Cartwright Public School

NSW Public Schools – Leading the way

Strive to Achieve
Our school at a glance

Students
Cartwright Public School caters for students from Kindergarten to Year 6. Non English Speaking Background students represent 61% of the student population and 5.8% of the student population is from Aboriginal or Torres Strait Islander backgrounds.

The students at Cartwright Public School uphold school and community values and take an active role in the decision making within the school through the Student Representative Council and school surveys.

Staff
In 2009 Cartwright Public School is staffed with two Assistant Principals and seven classroom teachers. Students are supported with 1.2 STLA, 0.6 ESL, 0.6 Library and 0.315 RR. The Priority Action School Program allowed for the Assistant Principals to be partly released from face to face teaching.

Student Learning Support Officers are employed through LAP and Integration funds to assist teachers to support students requiring Personal Education Plans, Communication Partners and students with special physical needs.

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

Significant programs and initiatives
2009 was the final year of support through Priority Action School Programs. Assistant Principals were partially released to support staff in implementing Quality Teaching within the classrooms specifically targeting Literacy and Numeracy. Programs implemented were:

- New spelling scope and sequence.
- Specific teaching programs to improve reading strategies eg. Key into Comprehension and Multilit.
- Literacy and numeracy extension groups.
- Early Years Literacy project.
- Implementation and consolidation of Count Me in Too in numeracy.
- Implementation of the Language of Maths program to facilitate mathematical comprehension.
- Consolidation of the You Can Do It program in classroom teaching practice.

Student achievement in 2009

Literacy – NAPLAN Year 3
Our most positive result in Year 3 Literacy was in Reading. 20.8% of our students achieved Band 6, compared to 7.9% of students from like school groups and 24.9% of state students.

Numeracy – NAPLAN Year 3
For Year 3 Numeracy we have increased the number of our students achieving Bands 5 and 6 by 10.2%, rising to 33.3% compared to 6.3% of students from like school groups and 40.2% of state students.

Literacy – NAPLAN Year 5
In Year 5 Literacy we have increased the number of students achieving Band 6 in Writing by 3.9%, rising to 7.4% compared to 2% of students from like school groups and 10.4% of state students.

Numeracy – NAPLAN Year 5
Our most positive result in Year 5 Numeracy was in Band 7, achieved by 11.1% of our students compared to 9.5% of students from like schools and 18.9% of state students.

Messages

Principal's message
During 2009 Cartwright Public School developed in many and varied ways. Teachers took part in ongoing training and development to further the outcomes for student. Students participated in quality learning and extra curricula activities and the school community came together to raise funds for the school and enjoyed the activities that the students performed for them.

Our focus was on Writing, Reading and Numeracy comprehension with our results showing that student achievement improved with significant growth in all areas.

The values that the school encompasses have been demonstrated by students throughout the whole year not only within the school environment but continually within the broader community. Where our students visited on excursions their behaviour was such that our school was complemented by the respective institutions and warmly welcomed to return.

I congratulate the staff and students on a very successful year and thank all of the community for their support for the best outcomes for our 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.

Mrs Cheryl Langford
Cartwright Community message
Throughout 2009 many parents and carers have actively supported the school through the initiatives of our Cartwright Community. In consultation with Mrs York, Assistant Principal and the staff, Cartwright Community parents and carers have held fundraising events such as Mothers and Fathers Day stalls and Easter and Christmas hamper prize draws which raised approximately $2100 for the school.

Mrs York, Coordinator

Student representative’s message
This year the Student Representative Council (SRC) successfully raised money for different charities including Jeans 4 Genes Day, Red Nose Day and the Bushfire Appeal. We have also thought about different areas in the school that we could change, such as the playground and positive changes to assembly. The SRC also discussed the sports equipment and raised concerns regarding school facilities. We have enjoyed raising money for a variety of charities and helping make changes to Cartwright Public School.

Sylvia Salaviao

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

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
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Student attendance profile

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Region

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State

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<tr>
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<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.0</td>
</tr>
</tbody>
</table>

Management of non-attendance
All staff took an active role in monitoring and tracking student attendance. Attendance Improvement Plans (AIP) were put into place for a small number of families to help improve the attendance of students. Parents and students attended meetings along with the class teachers, school attendance co-ordinator Cathy Gradidge and Marlene Cross (Home School Liaison Officer). Families were offered counsellor support to help with their morning routines. Students were commended for their improvement in attendance.
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.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tr>
<td>1/2C</td>
<td>1</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>1/2C</td>
<td>2</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>1F</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
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<tr>
<td>3/4M</td>
<td>4</td>
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<td>28</td>
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<tr>
<td>3/4T</td>
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<tr>
<td>3/4T</td>
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<td>15</td>
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<td>27</td>
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<tr>
<td>5/6H</td>
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<td>27</td>
</tr>
<tr>
<td>5/6S</td>
<td>5</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>5/6S</td>
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<tr>
<td>KW</td>
<td>K</td>
<td>17</td>
<td>17</td>
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</table>

Structure of classes

In accordance with government requirements for class sizes staged classes were continued in 2009 where appropriate.

These staged classes allowed for students’ individual needs and ensured extension or support for students was implemented.

Staff information

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

The committed staff at Cartwright Public School continually develop their teaching practices. There is a mixture of experienced staff and early career teachers ensuring professional dialogue between staff.

Staff establishment

Cartwright Public School partially released the Assistant Principals to develop and implement a teacher support program. Funds from Priority Action Schools Program were used to employ a teacher to facilitate this program.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.022</td>
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<tr>
<td>Total</td>
<td>14.937</td>
</tr>
</tbody>
</table>

At Cartwright Public School there are no Indigenous staff members.

Teacher qualifications

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

Teachers ensure their professional learning is continually upgraded by attending Department of Education and Training courses and courses from outside agencies that relate to school targets. Teachers also in-service other teachers so that current knowledge is disseminated across the whole school.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80%</td>
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<tr>
<td>Postgraduate</td>
<td>20%</td>
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</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>162,837.66</td>
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<tr>
<td>School &amp; community sources</td>
<td>43,486.42</td>
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<tr>
<td>Interest</td>
<td>9,151.34</td>
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<td>Trust receipts</td>
<td>12,462.30</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>582,087.09</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
<td>12,688.84</td>
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<td>Extracurricular dissections</td>
<td>15,310.58</td>
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<tr>
<td>Library</td>
<td>2,836.90</td>
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<tr>
<td>Training &amp; development</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<td><strong>Total expenditure</strong></td>
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<tr>
<td>Balance carried forward</td>
<td><strong>252,907.11</strong></td>
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Training and Development funds are for courses that fall outside the Tied Training and Development funds. The majority of Training and Development is included in Tied funds expenditure.

A full copy of the school's 2009 financial statement is available to the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance and Achievements 2009

Arts

The students at Cartwright Public School have a range of opportunities to participate in extra curricula activities whilst at school. These extra curricular activities promote a positive, supportive and well balanced school life experience.

Within the area of the Arts Cartwright Public School participated in the following: Dance Group, Drumming Group, Recorder Group, School Choir and Drama Improvisation.

Sport

In 2009 Cartwright Public School continued its involvement in sport activities within the school. As part of the school sports program students participated in skill based activities as well as games such as modified soccer, modified tennis and basketball. The following programs were also implemented: Premier's Sporting Challenge, Dance Fever and Active After School Sport.

Book Week

The author Libby Gleeson visited Cartwright Public School following Book Week 2009. Students saw the original artwork for "Shutting the Chooks In" and learnt how an author comes up with ideas for stories. Libby showed us translations of her book "Amy and Louis" in Korean, German and French and explained how stories are treated differently in different cultures. Our students asked many intelligent questions and were a wonderful audience for our guest. Libby Gleeson made a significant contribution to our students' understanding of books and the creative process.

Public Speaking

In 2009 Cartwright Public School offered public speaking to students from Stages 1, 2 and 3. Students were then selected to represent our school at a local Public Speaking competition, where one student in Stage 2 received 3rd place.

Tournament of Minds

Cartwright Public School entered two teams in the Tournament of Minds competition this year. The fourteen students trained in problem solving techniques throughout Term 2 and participated in short term challenges. For the first four weeks of Term 3 they worked on their long term challenges, one team in the area of Social Sciences, the other in Mathematics/Engineering. On tournament day both teams overcame some unexpected hurdles to perform their long term and short term challenges.
Education Day
This year Education Day was celebrated with the unveiling of the school's new artworks, including the works completed by Mrs Robin Leech and the Indigenous artwork from uncle Steve. All attended an assembly for a short display of the students' oral reading skills, drama skills and a slide show of reading within our school. During this assembly the finals of our school spelling-bee were conducted with a winner from each class competing to be the stage winner.

Harmony Day
Harmony Day in 2009 had an international sporting focus. The students rotated around a variety of sports that are considered as the national sports of a variety of countries, such as rugby league, martial arts and cricket. Parents and carers were invited to watch our action-filled activity and were asked to stay for a family picnic.

Christmas Celebration
In response to the positive feedback from both staff and the community, Cartwright Public School again held a Christmas Celebration. The afternoon event comprised of performances from each class which were intertwined with student readings from an Aussie Christmas storybook.

National Competitions
In 2009 twenty-four Year 3-6 students from Cartwright Public School were given the opportunity to take part in the UNSW Competitions. Many students received participation certificates across each of the subjects tested. Credits were received in computer skills, science, writing, spelling and Mathematics. Distinctions were gained in computer skills, Mathematics, science and English.

Excursions
Excursions enabled students to gain a deeper understanding of content through practical experiences in their environment. These excursions were based on integrated units of work across several key learning areas.

- Kindergarten studied the environment and went on an excursion to Fairfield City Farm. The students took a tour through the animal nursery and discovered interesting facts about farm life and how farmers interact with and care for their animals.
- Stage 1 studied a transport unit this year and the students discovered and explored the many forms of water transport when they visited the Australian National Maritime Museum at Darling Harbour. The Youth Liaison Officer from Green Valley Police station visited the school to talk with students about being safe and responsible transport citizens.
- Stage 2 studied the Great Barrier Reef and attended an excursion to the Sydney Aquarium. Students discovered interesting facts about this environment and how the animals interact with each other to sustain life.
- This year Stage 3 went to Minnamurra Rainforest as an integral part of learning about rainforest eco-systems. Students identified the natural flora and fauna of the area.

Students also attended a three-day excursion to Canberra and the Snowy Mountain region. They visited Parliament Houses and the Australian War Memorial. Students also visited Questacon, the Snowy Hydro Education Centre, Kosciusko National Park and the Australian Institute of Sport.

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)
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**

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<thead>
<tr>
<th></th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88</td>
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</tbody>
</table>

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

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<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
<td>78</td>
</tr>
<tr>
<td>Spelling</td>
<td>89</td>
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<tr>
<td>Punctuation and grammar</td>
<td>81</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

**Environmental Education**

Over a number of years Cartwright Public School has incorporated environmental education within the classroom through curricula and practically through the growing of vegetables in our garden to enhance student learning.

In 2009 the students were also involved in further planting of trees and shrubs through the help of the local Bunnings store. The purpose of this activity was to ensure the sustainability of our birdlife and to understand the importance of flora to the whole community.

Through constant reminders by the environmental club members, savings were made in both electricity and water consumption.

**Aboriginal education**

During 2009, classroom teachers have continued to develop and implement Personal Learning Plans for our Aboriginal students. The parents of our Aboriginal students are included in this process to ensure the individual learning needs of the students are met.

Our Indigenous students took part in a Literacy program implemented by the Student Teacher Learning Assistance (STLA) teacher and a School Learning Support Officer. The intended outcome was to improve Indigenous students’ Literacy understandings in the area of reading and comprehension by exploring specific texts.

One of our senior Indigenous students attended Ashcroft High School to participate in a one day NRL coaching clinic.

Three of our Aboriginal K-2 students attended the official opening of the Indigenous Garden at Busby Public School.

Throughout 2009 Cartwright Public School continued to incorporate Aboriginal Perspectives when teaching Human Society and its Environment units (HSIE) or by integrating it into other Key Learning Areas.

- Early Stage 1 explored music and dance by listening to “Spirit of the Land”. This music encouraged expressive movement and creative flair.
- Stage 1 discussed the type of shelter Indigenous people might use as they learnt about the need for shelter.
- Stage 2 learnt about Aboriginal perspectives in the local community. They became aware of some of the Aboriginal names of the local area.
- Stage 3 explored Indigenous history in relation to State and Federal Government and the right to vote.
Multicultural education
Cartwright Public School is culturally very diverse, with 61% of students coming from a language background other than English. We are fortunate to have such a rich cultural heritage in our school community and these cultures are often represented in artistic performances, contributions to class discussions and celebrating diverse religious and cultural traditions. Our inclusiveness as a school can also be seen through the following links to our curriculum:

- Early Stage 1 appreciated other cultures, beliefs and customs in the This Is Me HSIE unit.
- Stage 1 focussed their learning on Kenya, finding out about their cultures and lifestyle in great detail, including their housing and their relationship to the environment.
- In Stage 2 students displayed the flags of their countries of origin on a class world map and discussed various cultural celebrations around the world and within Australia.
- Stage 3 explored “Why our Asian Neighbours are Important” which demonstrated the significant links between Australia and Asian countries.

Respect and responsibility
During 2009, Cartwright Public School continued to promote its core values of being Caring, Positive and Safe. These values aim to ensure that all students are aware of the responsibility they have toward providing themselves and others with a positive learning environment.

The school also continued its use of the You Can Do It (YCDI) program. This social and emotional well-being program has as its foundations 5 keys to students becoming successful – Getting Along, Persistence, Resilience, Organisation and Confidence. The program was successfully implemented by all classroom teachers in 2009 to ensure the content was being addressed throughout the whole school. Students and staff are now familiar with the program and its content and the school is beginning to see the improvements in student responsibility and the respect they show each other and teaching staff. The YCDI program will continue to be taught in all classes during 2010.

Other programs
Priority Action School Program
In 2009 Cartwright Public School's total amount of Priority Action School (PAS) funding was reduced in anticipation of the school losing this funding program in 2010. In light of this reduced amount the school was required to prioritise the initiatives it would use for the PAS program.

In 2009 the funding was used to:

- Employ a temporary classroom teacher to release the Assistant Principals for 2.5 days per week. This allowed the opportunity for class teachers to be mentored by the Assistant Principals using the NSW Quality Teaching framework. Being released from classroom duties also allowed the Assistant Principals to address any welfare concerns or issues immediately, ensuring classroom and playground incidences were dealt with promptly.
- Allow staff the opportunity to attend a school conference outside the school setting. 100% of staff attended and were able to evaluate school performance, programs and initiatives for 2009, while also planning for 2010.
- Purchase an interactive whiteboard. This initiative aimed to provide a general purpose teaching tool for access by all classes. The whiteboard was used regularly and has been an effective form of technology for engaging students in the key learning areas of literacy and numeracy.
- Provide resources to aid teaching and learning programs.
- Design murals in the school courtyard depicting the five foundations of the YCDI program.

Priority School Funding Program
The main initiative for Priority School Funding Program (PSFP) funding remained our school readiness program known as Carter Club. This year 18 students were enrolled for two half day sessions per week for Semester 2. The program enabled these students to make a successful transition into Kindergarten and provided the opportunity to identify students who will need extra support prior to and upon entry to school. The school also purchased resources for Carter Club and provided student packs.

Other successful initiatives included:

- Speech therapy program for current Kindergarten students comprising of team teaching, teacher consults and language assessments for identified students.
- An interactive whiteboard to further support digital learning opportunities for students across the school and intensive training days for teachers to successfully
utilise this technology within literacy and numeracy.

- Parent/Carer workshops on reading and numeracy with interpreter support from a PSFP partnership officer to strengthen community partnerships, and
- Graphic artwork displaying “Welcome” in the languages of our student cohort to be painted in our courtyard in 2010.

Welfare

Welfare initiatives implemented during 2009 included the funded release of the Assistant Principals for 2.5 days per week to address welfare issues both in the classroom and the playground. This initiative allowed classroom teachers in particular to continue to focus on engaging students while any welfare incidents were addressed immediately by the supervisor. The school made significant improvements where a decrease of 40% in recorded behaviours occurred, and suspensions also dropped from 23 to 9 at the time of evaluation.

The evaluation of the You Can Do It (YCDI) program determined an increased student awareness of the 5 foundations and their importance to self and others. The program has been seen as a success and is having a positive effect upon school culture and welfare, so it will continue in its current format in 2010.

Parent and Community Program

From fundraising efforts during the year Cartwright Community was again able to subsidise the Year 6 Farewell with a $1000 gift. This was established as an annual priority from a parent/carer feedback survey. Our parents continued to volunteer their time each week for our Red Cross Good Start Breakfast Club and provided morning and afternoon tea for a number of school events.

Progress on 2009 targets

Target 1

*Improve student Literacy outcomes in the area of Spelling and extension of programs for Reading Comprehension.*

Our achievements include:

- Implementation of a whole school spelling program and scope and sequence to ensure consistency in implementing spelling strategies K-6.
- At the end of the year 81% of Kindergarten students knew their letters and corresponding sounds.
- 42% of Year 3 students achieved the spelling proficient standard (bands 5 and 6) in 2009 NAPLAN testing. This represented an increase of 14%.
- 93% of students improved their ability to comprehend written texts using the here, hidden, head strategies taught in the Key Into Comprehension program.

Target 2

*Improve student Numeracy outcomes in the area of comprehending Problem Solving.*

Our achievements include:

- Implementing the Language of Maths program in Stage 2 and 3 to improve student understanding of how to answer written mathematical problems.
- Early Stage 1, Stage 1 and Stage 2 teachers completing a Count Me In Too learning project where teachers were required to build their knowledge and understanding of how to implement the Count Me In Too (CMIT) Learning Framework in Number. This project enabled staff to implement the framework and provide improved mathematical problem solving techniques to students.
- Improvements in the Numeracy strand of NAPLAN testing where 33% (target 25%) of Year 3 students and 11% (target 7%) of Year 5 students achieved the numeracy proficient standard in 2009.
- Successful implementation of the Targeting Early Numeracy initiative during Term 4 in Early Stage 1 and Stage 1.

Target 3

*Improve student engagement and retention.*

Our achievements include:

- Ensuring the You Can Do It (YCDI) welfare program was implemented in all classes. Weekly assembly awards were also distributed using YCDI themes and content.
- Partial absences have decreased from 3.4% for 2008 to 2.8% for 2009.
- Purchase and introduction of 7 interactive whiteboards into classrooms. Staff regularly attended collegial sharing meetings about the use of interactive whiteboards. All students were exposed to an IWB at some stage during 2009.
- The initiation and participation in an Academic Challenge and Excellence
program (ACE) administered by Miller Technology High School to academically challenge Year 6 students to solve real life work site problems.

- A decrease of recorded behaviour incidents of 47% for 2008 and a further decrease of 40% in 2009.
- Short suspensions have also decreased from 23 for 2008 to 9 at the time of evaluation. No long suspensions were recorded.

Target 4  
**Ensure the Quality Teaching model is implemented in all classrooms.**

Our achievements include:

- All teaching staff were targeted and exposed to the mentoring process using the NSW Quality Teaching Framework.
- Staff involved in the Literacy Action Research Project were able to improve their knowledge of assessment, planning, delivery and evaluation when administering comprehension lessons.
- Teachers were provided with collegial planning days in order to use elements of Quality Teaching to plan teaching and learning programs and ensure consistent teacher judgement in assessment.

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 Management and Reading.

**Educational and management practice - Management**

**Background**

Cartwright Public School has a philosophy of shared responsibility for management of the school under the leadership of the school executive.

In 2009 the management team took responsibility for the oversight of a number of teams covering KLAs, professional development and welfare. All staff and interested community members were involved.

The School Map evaluation tool was used to evaluate the management system surveying staff parents and students.

**Findings and conclusions**

The School Map Management survey consisted of 11 questions. The significant results are outlined below:

- The strongest response from all three groups surveyed indicated that the school is continually looking at ways to improve its performance.
- 60% of the student population believe the school communicates effectively with students and parents.
- 100% of staff believe allocation of money and other resources are managed effectively.
- 78% of parents who responded believe the staff at the school are valued and supported.

**Areas for improvement include:**

- Communication channels between staff and the administrative office.
- Surveys completed by boys seem to indicate that boys believe they are not always treated fairly.

**Future directions**

In 2010 the leadership and management teams will be streamlined due to the number of staff and time constraints. Interested staff will head management teams ensuring effective implementation of targets.

Communication channels with the administrative staff will be evaluated and refined.

A forum for boys will be conducted during Term two in 2010 to address concerns they may raise.

**Curriculum**

**Reading**

**Background**

After thoroughly reviewing past NAPLAN and BST data, the results revealed our students were not achieving standard proficiency in the higher bands. Many reading programs had been implemented in the school to improve reading outcomes – especially reading comprehension and reading for meaning. It was decided that a school review of reading would be undertaken in order to determine current understandings and future directions.

A school development officer was asked to assist in the collation of staff data, while the school was responsible for surveying students.
Findings and conclusions

The collation of staff data resulted in the following significant findings:

- All staff are using NAPLAN data to plan their teaching and learning programs, analyse strengths and weaknesses of students and to use suggested teaching strategies.

- All staff are using appropriate documentation when programming to include modelled, guided and independent reading strategies on a weekly basis.

The collation of student data resulted in the following significant findings:

- Students think they themselves are competent readers, however our results don’t reflect this and students may have been provided with little evidence of a good reader.

- A high percentage of students preferred to work by themselves when learning to and about reading.

- A substantial number of students don’t know why or what they are learning about when reading i.e they don’t understand the significance of the classroom activity.

Future directions

The following significant conclusions were drawn from both the student and staff data collated during this survey.

- All staff need to be provided with professional development to improve their understanding of what is required for a successful reading program for each grade relative to the K – 6 continuum.

- Staff need to provide a range of formal and informal feedback to students. Students need to be provided with work samples so they can best understand the required level of achievement for improvement.

- A whole school data collection system to be devised so that results can be passed on consistently each year and the school has access to valuable data about student reading.

Other evaluations

Maths Scope and Sequence

Background

During the planning conference in 2008 staff agreed to amend Cartwright Public Schools Maths Scope and Sequence as teachers had concerns about covering all the content areas in the Mathematics Curriculum.

A variety of resources were looked at and it was decided to trial the new Maths Plus Resources that were able to be used in composite classes.

Findings and conclusions

All staff were given an opportunity to comment on how they found the Maths Plus resources via a survey. The positive comments highlighted that the scope and sequence built a firm foundation of knowledge including specific language relating to the topics. Diagnostic reviews were found to be useful for assessing purposes as teachers assessed the students at the beginning and at the end of term providing consistent teacher judgment. With Interactive Whiteboards being installed in classrooms during the year these provided teachers with a valuable tool to assist in the teaching of the maths strands.

Future directions

In 2010 the scope and sequence will continue to be implemented and evaluated and staff will have the opportunity to discuss its use. Supervisors will also ensure that the document is being used during programming for teaching and learning activities. A trial of an assessment tool that correlates to the current scope and sequence will also take place in 2010.

Count Me In Too Project

Background

Due to the success of implementing the Count Me In Too (CMIT) program in 2008, the school was provided with the opportunity to complete a regional CMIT project. This project focused on building teacher capacity to understand and implement the CMIT Learning Framework In Number. The project also provided the school with the opportunity to move CMIT into Stage 2 which was an identified area of need in 2008.

Findings and conclusions

The program comprised of 3 workshops and 2 in school consultancy visits – all of which were attended by 100% of participating school staff.
A staff member from each stage was involved in the project. Each teacher was asked to use the information obtained at the workshops and transfer this new knowledge into assessment practices and teaching and learning activities for their classroom. All staff involved believed they demonstrated an improved understanding of using the Schedule of Early Numeracy Assessment (SENA) techniques to determine student levels. The school consultancy visits provided participating teachers with the chance to ask questions of the CMIT facilitator regarding best practice techniques and demonstrate their ability to engage students.

At the conclusion of the project all participating staff were able to pass on knowledge that they acquired to fellow stage members – ensuring consistency in program use across the K-4 setting.

Future directions

The school completed testing all K-4 students at the end of 2009 using SENA 1 and 2. This initiative highlighted the relative levels and needs of students which would be catered for in 2010.

The CMIT program will continue to run across the school K-4, while the Counting On program will be implemented in Stage 3. Any teaching staff who have not received professional development in CMIT will receive support from the Numeracy coordinator and fellow staff in 2010.

Literacy Action Research Project

Stage 1 Reading Project

Background

The school was selected to complete an Action Research Project in the area of Literacy. As a school target was reading comprehension, it was decided to utilise this project to implement an effective research model that would improve teacher delivery and assessment of student learning activities.

As a result Stage 1 teachers and students were involved in the Literacy on Track Action Learning Project that incorporated the key elements of Key into Comprehension.

Findings and conclusions

The research action model lends itself to being a cyclic process involving four stages: planning, acting, observing and reflecting. The teachers involved in the action learning project found that:

- The model enabled them to evaluate real work based problems.
- The project enabled the class teachers to become more aware of how programming and evaluation is a cyclic process.
- The collaborative format allowed for valuable professional discussion with fellow teachers and consultants.
- The teachers involved in the project presented a staff meeting about action research and provided the staff with their results.
- The majority of Stage 1 students improved their ability to answer "head" questions.

The data collated displayed a variety of results, however it didn’t highlight any specific areas of strength or weakness. The project has provided staff with the necessary professional development techniques to improve their overall teaching ability however it appears to have had little impact on learning for students.

Future directions

In 2010, staff teaching in other stages may use the action research model to review their professional knowledge of planning and assessment in a school target area.

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.

- All parents, staff and students responding to the survey believe the school does not make large changes without consultation and large changes do occur from time to time.
- 100% of staff, students and parents believe that Training and Development continually endeavours to meet identified needs.
- 90% of staff and parents believe the educational needs of all students are met by the school.
Professional learning

Professional learning funds for 2009 of which $9,879.63 allowed for professional development courses resulting in an average of $617.50 being expended on each teacher. Areas of training included:

- Best Start Kindergarten Assessment
- Numeracy
- NAPLAN
- Leadership and career development.

School development 2009 – 2011

There are four main areas to be developed in Cartwright Public School's 2009 – 2011 Plan. The areas to be developed were determined by school and national data and also from specified areas of need. These four areas are:

- Literacy
- Numeracy
- Student engagement and retention
- Quality Teaching

Targets for 2010

Out targets for 2010 will reflect our specific areas of development as stated in our 2009-2011 plan.

Target 1

Improvement in student reading outcomes.

Overall reading and reading comprehension are still significant areas for improvement at our school. Ensuring students understand the reasons why they are reading and comprehend what they have read are important strategies that our students need to acquire for the future.

Strategies to achieve this target include:

- Teacher training and implementation of Accelerated Literacy Pedagogy.
- Continue to implement Key Into Comprehension strategies across all Key Learning Areas.
- Student reading fluency to assist comprehension.
- Explicit teaching of Best Start strategies in Stage 1.

Our success will be measured by:

- 100% of staff trained and implementing the Accelerated Literacy program.
- Key Into Comprehension strategies embedded and implemented in programs across all Key Learning Areas.
- Comprehension diagnostic testing remaining at or above 2009 levels. (93% improvement).
- Improvement in student fluency levels.
- Improvement in both NAPLAN and school comprehension data.
- Stage 1 classroom teachers programming explicit Best Start lessons and using the Best Start continuum to guide teaching practice.

Target 2

Improved outcomes in number, focusing on problem solving strategies.

Past student data and school evaluations have determined that overall number and problem solving is a significant area of need at our school. Problem solving requires the transferring of general number knowledge and the application of correct strategies to determine a solution.

Strategies to achieve this target include:

- Implementation of the Language of Maths explicit teaching sequence across all stages.
- Consolidation of the Count Me In Too (K-4) and Counting On (5-6) programs throughout the school.
- Explicit teaching of Best Start Strategies in Stage 1.

Our success will be measured by:

- All staff being trained in the Language of Maths program, in order for its implementation within classrooms.
- Students demonstrating improvement in numeracy when using CMIT strategies.
- Students in Stage 3 who are at risk of numeracy failure being provided with numeracy support using the Counting On and Newman’s Error Analysis programs.
- Implementing a 5 week TEN program to improve numeracy outcomes.
- Explicit teaching of Best Start Strategies in Stage 1.
Target 3

Engaging students in scientific topics and investigations.

Science is an area of learning that can be an engaging and interesting area of discovery for all students. The science syllabus requires various investigation and problem solving techniques that allow for increased levels of student interest.

Strategies to achieve this target include:
- Develop, implement and evaluate practical teaching and learning programs to support the science syllabus.
- Use of technology and science specific equipment to aid programs.
- Using the Quality Learning Environment element of the NSW Quality Teaching document to engage students with science.

Our success will be measured by:
- Increased levels of student engagement.
- Increased levels of staff professional development.
- Supervisors monitoring the delivery of teaching programs.
- The purchase of specialised scientific equipment to assist the implementation of practical programs.

Target 4

Quality Teaching in the area of music.

Within our school staff we have various levels of expertise. Following a staff survey it was concluded that music was an area of need that staff believed they required further professional development in.

Strategies to achieve this target include:
- Staff professional development in aspects of basic musical competency.
- Develop, implement and evaluate programs to support music in the classroom.
- Using the Significance element of the NSW Quality Teaching document to improve teacher delivery of programs.
- Use of specific equipment to aid the implementation of teaching and learning programs.

Our success will be measured by:
- Students being able to recognise and articulate the core elements of music.
- Increased levels of staff professional development and confidence when delivering lessons.
- Class programs reflect elements of significance embedded within the teaching and learning cycle.
- Class programs reflect the use of specialised equipment to assist the teaching of music.

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.

Mrs Cheryl Langford, Principal
Mrs Bronwyn York, Assistant Principal
Mr Ben Green, Assistant Principal
Mrs Cathy Gradidge, Shadow Executive and Classroom Teacher
Mrs Kristy Clark, Shadow Executive and STLA
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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: