Our school at a glance

Students

During 2012 Cartwright Public School catered for students from Kindergarten to Year 6. 60% of students were from non-English speaking background and 9.6% from Aboriginal or Torres Strait Islander background.

The school gained extra families during the year which enabled a new class to be established in Term 2.

Diversity of learning was encouraged by extra curricula activities offered which were eagerly participated in by students.

Staff

Cartwright Public School was staffed with a Principal, two Assistant Principals and five classroom teachers. A further temporary teacher was employed in Term 2 following enrolment of new families.

The students were supported by 1.2 STLA; 0.6 ESL; 0.4 Library; and 0.5 Reading Recovery. Specific student needs were supported by Student Learning Support Officers funded through the Learning Support Programs and Integration funds.

Significant programs and initiatives

Focus on Reading was introduced in 2012. Teachers were trained in the first phase of the program and strategies implemented into the classrooms.

Technology in the school was enhanced through portable laptop trolleys and the introduction of iPads into the classrooms.

Higher order thinking strategies were introduced in classrooms to have students take more responsibility for their learning and to foster a love of learning.

Student achievement in 2012

Literacy – NAPLAN Year 3

Year 3 students received positive results in Reading. 63% of students achieved above minimum standards.

Numeracy – NAPLAN Year 3

72.4% of Year 3 students achieved above minimum standards in Numeracy, this was an increase of 2.8%.

Literacy – NAPLAN Year 5

The average progress in Reading between Year 3 to Year 5 in 2010-2012 was 93.7, compared to the state average of 79.2.

Numeracy – NAPLAN Year 5

The average progress in Numeracy between Year 3 to Year 5 in 2010-2012 was 117.0, compared to the state average of 98.2.

Messages

Principal’s message

The program Focus on Reading was a significant program introduced in 2012. Teachers were trained in phase one of the program and strategies gained were introduced to the teaching of reading and comprehension. This program will continue in 2013. The aim of this program is support students in reading and to give them skills to comprehend what they are reading. These areas have continually presented as a concern for many of our students.

Throughout 2012 there were many opportunities for our community to become involved in the school. It was pleasing to see the participation of the community who supported our students in the particular events that occurred. I would like to thank all of our community members who gave of their time to support the students and teachers and who spent many hours in the preparation of each event.

National Partnerships was fully implemented in 2012 and this allowed our students to use technologies as laptops and iPads. The students responded enthusiastically to these technologies raising their skill levels and enhancing their learning. This program will be extended during 2013 creating more opportunities for our students.

Cartwright Public School’s student leadership team excels more each year. 2012 saw our school Ambassador once again be chosen as a Regional Ambassador, a great honour for our school. Each week the leadership team showed wonderful
responsibility and leadership and I congratulate them on their success.

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

P & C and/or School Council message

Cartwright Public School again enjoyed the support of a dedicated collection of parents, known as the Cartwright Community Group. The group met monthly with a member of the school executive team.

Meetings were held to discuss school issues and to determine viable fundraising events. Events held in 2012 included Easter and Christmas prize draws, Mothers’ and Fathers’ Day stalls and various barbecues. A donation of $1000 was made to the school to help subsidise student cost for the Year 6 Farewell.

Cartwright Community Group
Ms Hayes (Coordinator)

Student representative’s message

In 2012 Cartwright Public School changed the school leadership focus from a Student Representative Council (SRC) to a School Parliament.

In the Parliament structure each class nominated a range of ideas. The class then voted on these ideas and a motion was taken to Parliament each term. At a Parliament assembly a member from each class comes forward to explain their motion. Students are asked if they would like to speak for or against the motion. All students then vote for or against the motion. Motions that are carried are provided to the Principal for discussion with teachers.

Personally I really enjoyed Parliament this year. It involves all students and worked a lot better than the SRC.

Kate Monkerud (School Captain)

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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>108</td>
<td>101</td>
<td>98</td>
<td>87</td>
<td>95</td>
<td>97</td>
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<td>Female</td>
<td>106</td>
<td>102</td>
<td>101</td>
<td>94</td>
<td>84</td>
<td>95</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.2</td>
<td>95.9</td>
<td>92.4</td>
<td>91.6</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>88.6</td>
<td>92.0</td>
<td>89.3</td>
<td>91.4</td>
<td></td>
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<tr>
<td>2</td>
<td>92.1</td>
<td>91.9</td>
<td>93.3</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.0</td>
<td>94.3</td>
<td>93.7</td>
<td>94.1</td>
<td></td>
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<td>4</td>
<td>94.9</td>
<td>94.2</td>
<td>92.2</td>
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<tr>
<td>5</td>
<td>93.4</td>
<td>93.5</td>
<td>95.7</td>
<td>91.9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>91.5</td>
<td>95.9</td>
<td>94.3</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.6</td>
<td>92.1</td>
<td>93.9</td>
<td>93.1</td>
<td>92.4</td>
</tr>
</tbody>
</table>

Management of non-attendance

Non-attendance at Cartwright Public School is monitored on a fortnightly basis with letters sent to parents if attendance issues are not explained. If attendance is not satisfactory interviews are conducted to support parents in lifting attendance at school. The Home School Liaison Officer is utilized where it is deemed necessary.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
Cartwright Public School staff is filled through experienced and New Scheme Teachers. Four teachers fill positions on a part time basis due to maternity leave.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</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>6</td>
</tr>
<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>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.972</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13.872</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no Indigenous teachers at the school.

**Staff retention**

Staff at Cartwright Public School remained stable with a combination of permanent and temporary teachers, permanent administrative staff and casual and temporary SLSOs. One temporary staff member gained a permanent position in another school.

**Teacher qualifications**

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

Funds related to Training and Development of staff were fully expended in 2012 with members completing courses that enhanced their teaching knowledge and were commensurate with the curriculum and the school plan.

**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>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>195230.63</td>
</tr>
<tr>
<td>Global funds</td>
<td>141954.79</td>
</tr>
<tr>
<td>Tied funds</td>
<td>190323.04</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>42859.99</td>
</tr>
<tr>
<td>Interest</td>
<td>9868.34</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7721.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>587958.54</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>15509.39</td>
</tr>
<tr>
<td>Excursions</td>
<td>14621.92</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>24010.77</td>
</tr>
<tr>
<td>Library</td>
<td>2255.72</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1934.05</td>
</tr>
<tr>
<td>Tied funds</td>
<td>144988.21</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>18646.27</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>35530.41</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>32280.99</td>
</tr>
<tr>
<td>Maintenance</td>
<td>46824.49</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>8970.24</td>
</tr>
<tr>
<td>Capital programs</td>
<td>14492.11</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>359574.57</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>228383.97</td>
</tr>
</tbody>
</table>

Tied funds included Training and Development funds expended on staff throughout 2012. Additional training and development funds were accessed from global funds.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

Author Visit
An Author/Illustrator visited the school during Book Week on 22 August. Gus Gordon talked with students about the process of writing and illustrating a picture book and shared some of his works and the inspiration behind them. Students were engaged in the presentations and enjoyed learning about writing and illustrating, and interacting with Gus.

Dance
Once again in 2012 Cartwright Public School participated in the Western Liverpool Festival of Performing Arts with the theme of Spellbound. The students performed their dance routine to the song Witch Doctor at Mount Pritchard Community Club over two nights in September. This year the dance group consisted of 24 students from Years 3 to 6. It was very pleasing to see a large number of boys participating in the performance.

All students showed a high level of enthusiasm, commitment and dedication to the dance group regularly attending lunch time rehearsals. Thank you to Miss Curtis, Mrs Hamelin and Miss Murphy for all their hard work in putting this performance together.

Choir
At the beginning of 2012, a group of talented students from Years 3-6 formed the school choir. Throughout the year they rehearsed a variety of songs for the Western Liverpool Performing Arts Festival. The songs they learnt reflected the theme Spellbound. The choir performed with enthusiasm and pride.

Drums
During 2012 two groups of students took part in our drumming program. During first term a group of K-2 students used the drums to explore basic beats and rhythms. Throughout terms two to four a changing group of enthusiastic Year 3-6 students developed their improvisation skills and were able to perform at our Presentation Day Assembly.

Sport

Carnivals
A combined schools’ swimming carnival was held with Miller, Ashcroft, Busby, and Green Valley Public Schools. Competent swimmers attended the event and it was decided that this format would continue in 2013 as it was so successful. Students whose times qualified proceeded to Zone and Regional carnivals. The Cross Country carnival took place at Ed Wheeler oval on Wednesday 9 May. As a result of students’ performances 31 students were eligible to compete in the Green Valley PSSA Zone Cross Country event. From this, four students qualified for the Sydney South Western Regional carnival. The students were Rianna Cooley, Rhys Cooley, Jamie Dinte and Lochlan Patterson. The school’s Athletics Carnival was held on Wednesday 15 August. A number of school records were broken for the 100m track events and field events. After qualifying for the Green Valley PSSA Zone Athletics Carnival four students qualified for the Sydney South West Regional Athletics Carnival. These students were Rianna Cooley, Jamie Dinte, Cherish Manumaleuga and Estee Faegaiga. Rianna Cooley went on to qualify for the State Athletics Carnival.

After School Sport
The After School Sports Program took place at Cartwright Public School two days per week. 30 students participated each afternoon in a variety of sports where they developed their skills. The sport program included fitness circuit, cricket, oztag, Frisbee, basketball, martial arts, AFL and softball.

Premier’s Sporting Challenge 2012
Cartwright Public School participated in our fourth year of the Challenge. Students across the school recorded their daily fitness activities and worked together to achieve set goals. A number of students received the highest level of achievement for participating in regular physical activity. The school received a Premier’s Sporting Challenge medal and it was awarded to Cherish Manumaleuga.

Green Valley PSSA Representatives
A number of students had the opportunity to try out for the Green Valley PSSA district sport teams. They were:
- Cherish Maumaleuga – basketball
- Rianna Cooley – netball
- Tyler Pegg, Jack Kohler and Lachlan Patterson – Rugby League.

**School Sport**

All Cartwright Public School students participated in weekly sport programs within their stage groups. They were provided with the opportunity to develop and extend their fundamental motor skills through targeted activities.

Gala Days were played with local schools once per term giving the students the opportunity to put into practice their new found skills and to compete successfully with other schools. This activity is planned to continue in 2013.

**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)

**Reading – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2012</strong></td>
<td>374.7</td>
<td>382.9</td>
<td>419.6</td>
</tr>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>2</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>6.9</td>
<td>24.1</td>
<td>20.7</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>12.4</td>
<td>19.7</td>
<td>20.4</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>10.3</td>
<td>17.8</td>
<td>19.7</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.3</td>
<td>11.7</td>
<td>16.8</td>
</tr>
</tbody>
</table>

**Reading – NAPLAN Year 5**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2012</strong></td>
<td>452.7</td>
<td>462.4</td>
<td>492.4</td>
</tr>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>6</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>19.4</td>
<td>9.7</td>
<td>32.3</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>18.2</td>
<td>17.4</td>
<td>31.1</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>16.9</td>
<td>14.3</td>
<td>27.9</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>9.3</td>
<td>11.2</td>
<td>23.7</td>
</tr>
</tbody>
</table>

**Numeracy – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2012</strong></td>
<td>361.6</td>
<td>366.3</td>
<td>400.2</td>
</tr>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>4</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>13.8</td>
<td>13.8</td>
<td>31.0</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>8.8</td>
<td>24.3</td>
<td>22.8</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>9.0</td>
<td>18.3</td>
<td>26.9</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.8</td>
<td>10.6</td>
<td>21.1</td>
</tr>
</tbody>
</table>
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 achieving at or above minimum standard (exempt students included)**

- Reading: 93.1
- Writing: 96.6
- Spelling: 86.2
- Grammar & Punctuation: 86.2
- Numeracy: 86.2

**Percentage of Year 5 students achieving at or above minimum standard (exempt students included)**

- Reading: 80.7
- Writing: 96.8
- Spelling: 96.8
- Grammar & Punctuation: 77.4
- Numeracy: 90.3

### Progress in reading

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>100.6</td>
</tr>
<tr>
<td>SSG</td>
<td>83.3</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
</tr>
</tbody>
</table>

### Progress in numeracy

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Numeracy between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>104.8</td>
</tr>
<tr>
<td>SSG</td>
<td>82.6</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

In 2012 Personalised Learning Plans were developed and implemented for all Aboriginal students at Cartwright Public School. These plans involved the inclusion of staff, parents and individual students to determine the most appropriate goals for the student.

Aboriginal perspectives were integrated into classrooms through teaching and learning programs. Aboriginal and non-Aboriginal students engaged in whole school programs called Focus on Reading and Accelerated Literacy. These teaching and learning programs are based on engaging all students in literacy based learning through improving reading and comprehension skills.

In 2012 three of our Aboriginal students received Aboriginal Student Awards, recognizing their culture, courage, commitment and school attendance.

Multicultural education

60% of our students are from non-English Speaking Backgrounds. The students and families are involved in curricula and extra-curricula activities throughout the year.

Multicultural Day in 2012 consisted of a range of international games. Students from Cartwright PS combined as families to participate in games from around the world. The event included a delicious lunch provided by the students and their families, sharing their ethnic cuisine with all.

Throughout the HSIE curriculum students study various cultures according to their stage.

National partnership programs

During our first year of Low Socio-Economic School Community National Partnerships funding we implemented several programs and initiatives. These included:

- Training for the Focus on Reading program with all staff. This was assisted by the employment of a Reading Leader to support the implementation of Focus on Reading throughout the school.
- Tracking students on the Literacy and Numeracy continuum led to an increase in consistent teacher judgment.
- A focus on the use of higher order thinking strategies within classrooms. Staff were given the opportunity to take part in Professional Development in 2012 and will implement various strategies throughout 2013.
- Employing two Community Liaison Officers to assist with building relationships in the Vietnamese and Arabic community groups. This initiative will require more time to determine its effectiveness and will be continuing in 2013, with the employment of a Vietnamese and an Aboriginal CLO.

Other programs

Priority Schools Funding Program

Several successful programs were maintained and fostered using Priority Schools Funding and staffing allocation. These included:

- Carter Club: A transition to school program for students entering Kindergarten the following year. This program fosters awareness of the school environment and routines. It also allows for assessment of student readiness for school.
- Speech pathology: A speech pathologist was employed to conduct assessments and run the articulation program for students with speech and language difficulties in K-2.
- Planning Conference: Staff attended a weekend conference to evaluate
programs in 2012 and plan and prepare for 2013.

- Staffing allocation equal to 1 day per week was used to assist students with additional learning needs in Literacy and Numeracy.

Progress on 2012 targets

After extensive analysis of data and discussions held with staff, students and the community the following targets were evaluated.

School Priority 1

Literacy and Numeracy

Intended outcomes:

- Increased levels of Literacy and Numeracy achievements.
- Increased Aboriginal students’ Literacy and Numeracy achievements, decreasing the gap between Aboriginal students and all students.
- Improved outcomes for students in Literacy and Numeracy at the three major transition points.

Our achievements include:

- The percentage of Year 3 students achieving in the top two bands in NAPLAN reading remained consistent at 21% in 2012.
- 2012 NAPLAN results demonstrated a 2% increase in Year 3 students achieving at minimum or above band 3-6 in numeracy from 70% in 2011 to 72% in 2012.
- As at the end of Semester 1 2012, 12% of Year 2 students were at their stage appropriate Literacy cluster. 53% of Year 2 students were at their stage appropriate Numeracy cluster.
- On average across all NAPLAN assessments in Years 3 and Years 5 the number of Aboriginal students in the minimum bands decreased from 50% in 2011 to 30% in 2012.

School Priority 2

Student Engagement and Attainment

Intended outcomes:

- School structures and practices are tailored to the needs of every student.
- Students are provided with challenging and personalized learning environments.
- Students experience success and receive recognition for their attainments.

Our achievements include:

- 100% of class teachers 3-6 and 50% of class teachers K-2 currently provide higher order thinking strategies and questioning techniques.
- Students report that the increase in hands – on numeracy lessons has been beneficial to their understanding of various numeracy concepts and has been enjoyable.
- Teacher surveys indicate that 100% of teachers trialled a variety of feedback strategies.

School Priority 3

Leadership and Management

Intended outcomes:

- Strengthen leadership and management of school staff to drive school improvement.
- To increase staff capacity to meet the needs of our school community.
- To strengthen the partnership between the Community of Schools.

Our achievements include:

- 52% of students had their parents or caregivers attend parent/teacher interviews in 2012.
- Executive and Aspiring Executive have undertaken professional development in the course Communicating with your school community.
- Principals and executive have begun to hold regular meetings within the Community of Schools.

School Priority 4

Curriculum and Assessment

Intended outcomes:

- The implementation of a broad, inclusive and relevant curriculum.
• Clear alignment between the implementation of curriculum, professional learning and student learning needs.

• Appropriate assessment and reporting practices are embedded in all teaching and learning programs.

Our achievements include:

• At the end of Semester 1 2012, an average of 57% of all students K-6 are achieving at stage appropriate literacy clusters and numeracy levels.

• 100% of class teachers have demonstrated differentiation within their programs for literacy and numeracy.

• Class observations demonstrate that 100% of teachers are offering explicit lesson objectives.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations related to the implementation of the reading program Focus on Reading.

Background

Reading outcomes were identified in previous NAPLAN data as a concern, specifically comprehension and lesson structure. It was recommended through the National Partnership Situational Analysis that professional development be provided to teachers to develop a consistent approach to reading across the school. This would include the use of guided, modelled and independent lessons in reading, the implementation of the Focus on Reading program and the employment of a Reading Leader.

Findings and conclusions

The implementation of the Focus on Reading program has demonstrated significant change in teacher programming. Reading programs are now written with the Focus on Reading pedagogy in mind. The program has assisted teachers in using the continuum markers to plan teaching strategies. This has assisted students to progress along the continuum and to achieve appropriate clusters and outcomes.

Employing the Reading Leader 0.6 has assisted teacher understanding of the program. The Reading Leader has actively shared knowledge through team teaching, exploring the Focus on Reading tasks and addressing pertinent questions as they arise. Staff reflected that the Reading Leader has assisted them in programming and planning by engaging in professional discussions on how to use the continuum markers to improve student outcomes.

The alterations to programs continue to improve students’ ability to discuss ideas and themes related to texts read.

Future directions

The implementation and training of the Focus on Reading program will continue throughout 2013, this will be assisted by the continued employment of the Reading Leader.

The leadership component of the Focus on Reading program has been beneficial in assisting the executive to drive recent programming changes, specifically differentiating lessons for support and extension students using the continuum markers. This will be explored further throughout 2013.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

• 98% of parents felt that the teaching staff provide for their child’s needs.

• 85% of parents believe that Cartwright Public School has positive programs to assist with their child’s social development.

• All teachers surveyed were participating in the Focus on Reading training and implementing the program. They reported that the Reading Leader role, including the support and feedback, is beneficial to them.

• A focus group of students reflected that when teachers offer explicit lesson objectives it assists them to recall previous information about the topic and to be an active participant in the lesson.
Professional learning

Fourteen of our staff participated in professional learning activities this included executive, class and support teachers. The average expenditure from the tied professional learning budget was $751.84 for each teacher and the total school expenditure from the tied professional learning budget was $10525.79.

100% of staff participated in staff development days including information about Focus on Reading modules, formative assessment, Australian Curriculum and higher order thinking strategies. The topics covered all addressed areas within the school plan and were aligned to strategies that build teacher quality.

In 2012, 14% of staff were working towards accreditation and 29% were actively maintaining their accreditation at Professional Competence.

Funding was also accessed from tied grants such as Best Start, Equity and Low SES School Community National Partnership. A further $2053.99 was used to develop teacher understanding regarding Focus on Reading and higher order thinking from the Low SES School Community National Partnership grant.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Increased levels of Literacy and Numeracy achievements.

Increased Aboriginal students’ Literacy and Numeracy achievements, decreasing the gap between Aboriginal students and all students.

Improved outcomes for students in Literacy and Numeracy at the three major transition points.

2013 Targets to achieve this outcome include:

- To increase the proportion of Year 3 students in NAPLAN reading at or above minimum standard by 5% from 69% in 2012 to 74% in 2013.
- To increase the proportion of Year 3 students in NAPLAN reading achieving proficiency from 21% in 2012 to 25% in 2013.
- To increase the proportion of Year 3 students in NAPLAN numeracy at or above minimum standard by 5% from 72% in 2012 to 77% in 2013.
- To increase the proportion of Year 3 students in NAPLAN numeracy achieving proficiency by 5% to 26% in 2013.
- To improve outcomes for students in Literacy and Numeracy at Kindergarten transition point from 0 to 1 of Best Start Kindergarten Assessment.
- To improve the proportion of students in stage appropriate Literacy clusters at the Year 2 to Year 3 transition point from 12% in 2012 to 17% in 2013.
- Increase of 5% of Aboriginal students in their stage appropriate reading cluster from 47% to 52% in 2013.

Strategies to achieve these targets include:

- Employ a Reading Leader to train in the Focus on Reading Program. Up-skill all staff and support with the implementation of the program K-6. Purchase Focus on Reading resources.
- Utilise the Reading Leader for professional learning: modelling and supporting the guided, modelled and independent programming and implementation, ensuring continuity across the school.
- Continue to use the strategies from the Accelerated Literacy pedagogy within programmed teaching and learning activities.
- Employ a Speech Pathologist to provide speech assessments as required and continue the implementation of the articulation program, Communication Partners.
- Literacy and Numeracy continuums be used across the whole school. Implementation of bi-annual consistent teacher judgment plotting and monitoring of students as they move through the clusters or levels.
• Organise and run a school transition program group during Terms 3 and 4 for two days a week.
• Continue to use the Count Me In Too numeracy program to support students K-4.
• Continue implementation of the Targeting Early Numeracy Strategies (TENS) program K-2.
• Implementation of explicit teaching strategies K-6.
• Provide professional learning on the effective use of SMART data and where to find appropriate lesson strategies and example questions for implementation of programs.
• Provide students with the opportunity to read quality literature from a class library.

School priority 2
Outcome for 2012–2014
School structures and practices are tailored to the needs of every student.
Students are provided with challenging and personalised learning environments.
Students experience success and receive recognition for their attainments.

2013 Targets to achieve this outcome include:
• Student welfare needs will decrease a further 2% in 2013.
• Increase the level of parent engagement in their children’s learning as measured through attendance at selected school events from average of 17% to 23% in 2013.
• Increase to 75% the number of teachers able to successfully use various technologies as effective learning tools in 2013.

Strategies to achieve these targets include:
• Creation and continued monitoring of Individual Education Plans (IEPs). Teacher professional development on creating and using IEPs.
• Employ two Community Liaison Officers (CLOs) 0.2 each to assist in running parent information sessions to share with the community the vision of students having high learning expectations.
• The committee formed from, Communicating with your school community, will have time allocated for effective communication with all stakeholders.
• Continuation of a whole school positive ethos encompassing a revised welfare policy, the You Can Do It program and Kids Matter; the Australian Primary Schools Mental Health Initiative.
• Teachers will provide flexible and challenging teaching across the K-6 curriculum.
• Teachers trained and use a variety of technology tools within their programs. Sharing of technology expertise across the Community of Schools.
• Development of numeracy tubs, to assist with group work, hands on practical lessons opportunities and diversification of the curriculum to cater for a variety of levels in the classroom.
• Teachers offer explicit lesson objectives, assessment criteria and effective feedback to students.

School priority 3
Outcome for 2012–2014
Strengthen leadership and management of school staff to drive school improvement.
To increase staff capacity to meet the needs of our school community.
To strengthen the partnership between the Community of Schools.

2013 Targets to achieve this outcome include:
• Increase the number of staff participating in leadership training and development from 14% to 21% in 2013.
• Implementation of the 2168 Community of Schools 2013 Management Plan.

Strategies to achieve these targets include:
• Continue implementing teachers’ personal professional plans in consultation with Principal linked to TARS and EARS process. Teacher Personal Learning Plans for staff to be linked to school targets and Professional Teaching Standards.
• Ensure teachers are offered and encouraged to take on more whole school planning. Key Learning Area committees and managers nominated to assist with the implementation of programs and purchasing of resources.

• Increase the participation levels within the Community of Schools to regularly share strategies to raise student achievement.

• National Partnership Committee and Executive review and evaluate the strategies and initiatives implemented.

School priority 4
Outcome for 2012–2014
The implementation of a broad, inclusive and relevant curriculum.
Clear alignment between the implementation of curriculum, professional learning and student learning needs.
Appropriate assessment and reporting practices are embedded in all teaching and learning programs.

2013 Targets to achieve this outcome include:
• 63% of students will be in their stage appropriate literacy cluster or numeracy level in 2013.
• To increase student growth in Year 5 NAPLAN reading from 58.3% (2010-2012 average) to 63% in 2013.
• To increase student growth in Year 5 NAPLAN numeracy from 63.9% (2010-2012 average) to 68% in 2014.

Strategies to achieve these targets include:
• Implementation of explicit objectives for each lesson and assessment task.
• Teaching programs reflect individual student learning needs.
• Teachers use the individual plotting of students on the Literacy and Numeracy continuums to implement classroom groups reflecting students’ needs. Individual and personal student folders for consistent monitoring of student’ movement through the clusters and levels.

• Teacher professional learning in Higher Order Thinking questioning and strategies, embedding this into classroom practice.

• Teachers co-operatively plan stage based programs and assessment tasks together, ensuring consistency of teacher judgment.

• Teachers actively participate in professional learning to the changes occurring in line with the Australian National Curriculum.

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.

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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: