Cartwright Public School
Annual School Report
Our school at a glance

Students

During 2011, Cartwright Public School catered for students from Kindergarten to Year 6. 56% of our students were from non-English speaking background and 4.7% from Aboriginal or Torres Strait Islander background.

Students were encouraged to uphold school and community values through the You Can Do It program.

A varied extra curriculum is offered to students in order to enhance their learning and encourage diversity of learning.

Staff

In 2011 Cartwright Public School was staffed with a Principal, two Assistant Principals and six classroom teachers.

The students were supported by 1.2 STLA; 0.6 ESL; 0.4 Library; and 0.21 Reading Recovery. Student Learning Support Officers were also employed to support students with specific needs through the Learning Assistance Program and Integration funds.

Significant programs and initiatives

Accelerated Literacy was implemented across K-6 to strengthen students’ reading and writing achievements.

A whole school focus was placed on Technology in the classroom with the implementation of Interactive Whiteboards in all classrooms.

Problem solving was another focus area incorporating space and geometry and numeracy.

Student achievement in 2011

Literacy – NAPLAN Year 3

Our Year 3 students received positive results in Writing. 45.9% of students achieving above minimum standard.

Numeracy – NAPLAN Year 3

73.9% of students in Year 3 are achieving above minimum standard in the Data, Measurement Space and Geometry strand of Numeracy.

Messages

Principal’s message

Cartwright Public School concentrated specifically on introducing Accelerated Literacy in all classrooms across the school during 2011. All of our teachers are now trained in this program. An evaluation of the initial results of the program has shown a significant improvement in students’ writing and their appreciation of the written form.

However at this initial stage it has been found that a specific program for teaching Reading, Focus on Reading, will be beneficial for our students. This program in conjunction with Accelerated Literacy will support student Literacy learning in 2012.

This year we began the journey of National Partnerships involving many hours of consultation, surveys and workshops. I wish to thank the committee for all their diligence and their professionalism in putting together our Situational Analysis and I especially wish to congratulate Ms. Clark for her leadership throughout the whole process.

Thank you to all of our school community for your support and involvement in all areas of our school.

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 small collection of parents, known as the Cartwright Community Group, who met monthly in consultation with the school executive. Meetings were held to discuss school
issues and to determine viable fundraising events. Events held this year included Easter and Christmas prize draws, Mothers’ and Fathers’ Day stalls and a chocolate drive. In total the community group raised approximately $6100 for 2011. $1000 was donated to help subsidise student cost for the Year 6 Farewell.

Mr. Green – Cartwright Community Coordinator

Student representative’s message

The 2011 Student Representative Council members were elected from each class across K-6. We met six times during the year to discuss ideas and opinions on school issues and to raise money for Jeans for Genes day and World Vision. As school leaders we participated in the organisation of our Multicultural Day activities.

Adna Pasalic and Wilson Mai

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

Student enrolment numbers have been consistently declining over the last five years. There has been a significant shift to Asian, Arabic and Islander families living in the community.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>101</td>
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<td>106</td>
<td>102</td>
<td>101</td>
<td>94</td>
<td>84</td>
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School attendance profile

Cartwright Public School attendance is in line with Region and State rates.

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<thead>
<tr>
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<th>2009</th>
<th>2010</th>
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<table>
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<th>2011</th>
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<td>Total</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
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Management of non-attendance

In 2011, student attendance remained steady at 93%. Non-attendance was collaboratively managed by executive staff and classroom teachers who were continuously active in monitoring students’ attendance. Attendance Improvement Plans with the assistance of the class teacher, school attendance coordinator, and Home School Liaison Officer, Timothy Hunnam were implemented where required. Students were rewarded for their attendance successes.
Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
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<td>K/1C</td>
<td>K</td>
<td>10</td>
<td>18</td>
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<td>KM</td>
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<td>18</td>
</tr>
<tr>
<td>1/2S</td>
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<tr>
<td>2P</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3/4C</td>
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<td>14</td>
<td>30</td>
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<tr>
<td>3/4H</td>
<td>3</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>3/4C</td>
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<td>16</td>
<td>28</td>
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<tr>
<td>5C</td>
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<td>24</td>
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</tr>
<tr>
<td>6G</td>
<td>6</td>
<td>21</td>
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</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 were a combination of permanent and temporary teachers. Temporary teachers filled the roles of teachers on maternity leave. No staff left the school in 2011.

Teacher qualifications

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

Professional Development is ongoing throughout the year with teachers attending courses conducted at the school and identified courses that align with the school targets. Courses are also attended by staff to enhance their own professional development.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<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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<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>128049.10</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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<table>
<thead>
<tr>
<th>Expenditure</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>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</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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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
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The training and development dissection was listed as this expenditure was additional funds expended over and above tied funds for Training and development.

A full copy of the school’s 2011 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 2011**

**Achievements**

**Academic**

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

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

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

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

**Literacy – NAPLAN Year 3**
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 achieving at or above minimum standard (exempt students included) |
|---------------------------------|-------------------|
| Reading                         | 92.0              |
| Writing                         | 92.0              |
| Spelling                        | 92.0              |
| Grammar & Punctuation           | 84.0              |
| Numeracy                        | 87.5              |

| Percentage of Year 5 students achieving at or above minimum standard (exempt students included) |
|---------------------------------|-------------------|
| Reading                         | 66.7              |
| Writing                         | 79.2              |
| Spelling                        | 79.2              |
| Grammar & Punctuation           | 83.3              |
| Numeracy                        | 83.3              |

Arts

Art Club

Art Club was organised after school once a week by Tamara Pollock and Christopher Leech for stage three in term one, stage two in term two and stage one and early stage one in term three. A total of 55 students attended Art Club over the three terms. Students involved in art club were able to explore areas of interest and a variety of visual arts techniques to develop their art skills.

Public Speaking

Public Speaking was conducted during terms two, three and four by Tamara Pollock, Christopher Leech and Megan Hamelin. Students from years one to six presented prepared speeches and
impromptu speeches to staff members during the audition process. From the auditions three students (Marcello Locardi-Rauth from stage 3; Taliyah Locardi-Rauth from stage 2 and Yousef Ibrahim from stage 1) were chosen to represent Cartwright PS at the Liverpool District Public Speaking competition on the 2nd of November.

**Debating**

An in-school debating competition was organised by Tamara Pollock, Christopher Leech and Megan Hamelin in term two. Interested students from stage two and three were divided into two teams, and trained by their respective teachers. Students were presented with a topic, and had three weeks to prepare and then competed. Teams were marked by all staff members using a marking criteria created from the ‘Taking the Initiative’ adjudication guide for public speaking and debating from the Department of Education and Training for NSW.

**Tournament of Minds**

Interested students from stage two and three were trained throughout the year by Tamara Pollock and Christopher Leech. The team consisted of seven students: Marcello Locardi-Rauth, Amelia Hole, Syed Mannan, Hayley Houghton, Wilson Mai, Jeremy Nguyen and Dallas Houghton. These students were trained in group work skills and construction skills as well as practising decoding and answering challenging questions. On Saturday the 27th of August, the Tournament of Minds team attended The University of Western Sydney and competed against eighteen other teams answering the same prepared challenge. Students worked hard in both prepared and spontaneous challenges during the day.

**Dance**

This year the school dance group performed as part of the 2011 Western Liverpool Festival of Performing Arts. This year, the theme of “Legends”, enabled students in the dance group to obtain inspiration from the Rock n Roll music legend, Elvis. The group consisted of 19 students, both boys and girls from years 3-6. The dance teachers involved in coordinating “Jailhouse Rock” were Miss Fiona Curtis and Mrs Megan Hamelin.

**Choir**

At the beginning of 2011, a group of talented students from years 3-6 formed the school Choir. Throughout the year, they rehearsed a variety of songs for the Liverpool Dance Festival, performing on Wednesday 7th September 2011. The songs they learnt reflected the festival theme - ‘legends’. Throughout the year the choir sang many songs at different school events with enthusiasm and pride.

**Sport**

**Carnivals**

This year CPS held a combined schools swimming carnival on Wednesday 9th February 2011 with Miller and Green Valley Public Schools. Only competent swimmers attended the event. Due to the success of the combined carnival five schools from the local area will conduct a similar joint event in 2012.

This year’s Cross Country carnival took place at Ed Wheeler oval on Wednesday 18th May 2011. As a result of the students’ performance a large number were eligible to compete in the Green Valley PSSA Zone Cross Country event which was held on Friday 27th May 2011. From this, three students qualified for the Sydney South Western Regional carnival, the students were Rianna Cooley, Jamie Dinte and Lochlan Patterson.

This year’s school Athletics Carnival was held at Ed Wheeler Oval on Wednesday 10th August 2011. A number of records were broken for the 100m track events and field events. The Green Valley PSSA Zone Athletics Carnival was held at The Crest, Bankstown on Tuesday 6th September 2011. The Junior boys relay team came first and this qualified them for the Area carnival. A number of individual students qualified for the Area Athletics Carnival which was held on Wednesday 14th September 2011. These students were: Telesia Manumaleuga, Rianna Cooley, Kevin Vo, Lochlan Patterson, Jazzaiah Schaafhausen, Jamie Dinte and Jack Kohler.

**After School Sport**

Throughout 2011, Cartwright Public School participated in the Active After School Sport program. This program focused on developing grass roots sports and active participation for students from Kindergarten to Year 6. Sports
participated in this year were soccer, rugby league, lawn bowls, bocce, volleyball, badminton, jump rope, netball and dodge ball.

**Premiers Sporting Challenge 2011**

CPS participated in our third year of the Premiers’ Sporting Challenge. This initiative has been established by the NSW government to assist students in becoming more involved in regular physical activity and to enjoy healthier lifestyles. 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.

**School Sport**

All CPS students participated in weekly sport activities within their stage groups. All students were provided with the opportunity to develop and extend their fundamental motor skills through targeted activities. Newly purchased equipment was utilised and found to be beneficial to assist students with coordination and balance. Students in years 3-6 also participated in three Gala Days with schools from our local area. The students were given the opportunity to interact with students from other schools while learning the skills and rules for their chosen sport. The Gala days were highly successful and future gala days are planned for 2012.

**Green Valley PSSA Representatives**

This year a number of students had the opportunity to try out for the Green Valley PSSA district sport teams. As a result several of our students were successfully selected in various teams. They were:

- Telesia Manumaleuga (basketball);
- Corey Duck (cricket);
- Telesia Manumaleuga, John Lauilli, Jazzaiah Schaffhausen and Daniel Manu (Rugby Union).

This was the highest number of students we have had participate in district teams for a number of years.

**Dance2bfit**

The Dance2bfit program ran during Term 3 for 8 weeks. The students participated in a high energy fitness and dance program which allowed them to learn a number of dance steps and routines. Students developed greater self-confidence while enjoying social interactions with their peers.

**Other Special Celebrations**

**Education Day**

This year Education Day was celebrated with a Technology theme. Parents were invited into all classrooms to view a variety of lessons integrating technology. These lessons included use of Interactive White Board activities and digital microphones. The morning then culminated in a concert in the hall with students singing, dancing and reciting poetry for their parents and invited guests.

**ANZAC Day**

Cartwright Public School commemorated ANZAC Day 2011 with a small ceremony. This assembly helped students to understand the sacrifices of service men and women. The Ode was read and explained to the students, while the leadership team spoke of the meaning behind laying a wreath of red poppies. The service was attended by a member of Liverpool RSL who addressed the students about the meaning of ANZAC day.

**Christmas Celebration**

Cartwright Public School held a successful Christmas Concert in Term 4, 2011. The poem, “Santa’s Aussie Mix Up” was read by the 2011 and the incoming 2012 Leadership Teams. Class based items involving dance, percussion, singing and acting were performed throughout the reading of the poem. A community BBQ and prize giveaway concluded the event.

**Harmony Day**

Harmony Day is a day celebrated around Australia on the 21st of March each year. It’s a day where all Australians celebrate our cultural diversity. The continuing message for Harmony Day in 2011 is that Everybody Belongs. Cartwright Public School wore orange ribbons and created a ‘Harmony Day’ banner. The banner highlighted our differences and similarities, and our ability to work and play together in harmony. This banner is hanging in our school office.
**Multicultural Day**

Multicultural day in 2011 consisted of a range of traditional cultural performances. Students from Cartwright PS and also from Miller and Ashcroft HS entertained the audience with song, dance and percussion performances. The event concluded with a delicious lunch provided by the students and their families, sharing their ethnic cuisine with all.

**Easter Parade**

Once again this year, Cartwright Public School held a fantastic Easter Hat Parade at the end of Term 1. K-4 students worked hard to create imaginative and colourful hats and masks, while the Kindergarten students had the help of Year 5 and 6 to make their creations. The 2011 Easter Hat Parade was a wonderful opportunity for the school and community to come together.

**NSW University Competitions**

Eight students participated in a variety of competitions in computer skills, science, spelling, writing, English and mathematics. Out of the 28 entries 32% resulted in a credit being awarded.

**You Can Do It 2011**

This year Cartwright Public School continued to implement the You Can Do It (YCDI) program across the school. YCDI is a social skills program that teaches values and ethics. It encourages students to use and develop the five keys to success of Confidence, Resilience, Persistence, Organisation and Getting Along in everyday situations. A YCDI day is held at the end of each term to recognise positive student behaviours. Each YCDI day emphasises the keys to success and is a great way for older students to interact with their younger peers. The evaluations have determined that he majority of staff and students enjoyed participating in this program. The schools welfare and reward system is based on the YCDI program.

**Significant programs and initiatives**

**Aboriginal education**

Throughout 2011, Personalised Learning Plans were developed and implemented for all Aboriginal students. These plans involved the inclusion of staff, parents and individual students to determine the best goals for the individual student.

Cartwright Public School integrated Aboriginal perspectives throughout class teaching and learning programs. Aboriginal and non-Aboriginal students engaged in a whole school program called Accelerated Literacy. This teaching and learning program is based on engaging all students in literacy based learning.

**Multicultural education**

56% of our students are from non-English speaking backgrounds. The school is involved with curricula and non-curricula activities, such as teaching and learning programs, excursions and whole school multicultural days to explore and celebrate the many cultures represented at Cartwright Public School.

**Other programs**

**Priority School Funding Program**

Several successful programs were maintained and fostered using PSFP. 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.
- Speech pathology: A Speech Pathologist was employed to conduct assessments and run the articulation program for students with speech and language difficulties.
- Accelerated Literacy: New teachers attended training of the Accelerated Literacy pedagogy. Quality texts were purchased across the school.
- Welcome Signs: signs with the word ‘welcome’ were painted and displayed around the school, representing all of the languages spoken within the school community.
- Planning Conference: All staff attended a conference to reflect, plan and prepare for the following year.
Progress on 2011 targets

Target 1

Improvement in student reading outcomes.

School and national testing data have continued to reveal students displaying difficulty when reading. Areas of concern include reading comprehension, reading strategies and improving reading fluency.

Our achievements include:

- 21% of Year 3 students achieving the Reading proficient standard (Bands 5 and 6) in NAPLAN testing.
- Year 5 students were above the state average for growth in Reading.
- All teaching and learning classroom programs implementing Accelerated Literacy pedagogy. 79% of students across the school improved their pre and post test scores for Accelerated Literacy diagnostic testing.
- 93% of students in Stage 2 improved their ability to comprehend here, hidden and head questions in text.

Target 2

Improved outcomes in space and geometry, with a focus on problem solving strategies.

2010 NAPLAN data displayed a significant student inability to apply learnt concepts in Space and Geometry and to transfer this knowledge when problem solving. By providing a variety of problem solving strategies it is intended that students will improve their ability to solve space and geometry problems successfully.

Our achievements include:

- 73.9% of students in Year 3 achieving above minimum standard in the Data, Measurement Space and Geometry strand of Numeracy.
- According to pre and post Language of Maths diagnostic testing, 88% of students in Year 3 improved their ability to answer worded mathematical problems. 71% of Stage 2 students improved in this area during 2011.

Target 3

Using different forms of technology to improve student engagement.

With the introduction of Interactive Whiteboards (IWB’s) throughout the school K-6, it was determined that the use of technology as a form of student engagement become a target for the school. Student accessibility to IWB’s as a learning tool is of paramount importance, while providing access to different forms of technological media is just as important in today’s society.

Our achievements include:

- 100% of classrooms are equipped with an Interactive Whiteboard, exposing students to the latest form of technology and to improve student engagement in teaching and learning programs.
- Purchase of specialised technology equipment (Flip phones, mini microphones) to assist in the implementation of practical technology programs.
- Each stage was exposed to an interactive virtual excursion that related to classroom programs, using the Connected Classroom.
- Students were invited to participate in a Claymation workshop. This activity provided students with the opportunity to use technology to create a narrative movie based on studies completed in class programs.

Target 4

Quality teaching strategies implemented during technology based lessons.

To coincide with the importance placed on student use of technology, it was determined that it be essential to focus on the classroom and teacher quality when delivering technological programs.
Our achievements include:

- School purchase of interactive teaching and learning programs (Swirk, Reading Eggs) to assist teachers in the implementation of engaging teaching and learning programs.
- Staff were professionally developed in the use of new technology to implement into teaching and learning programs.
- Supervisors evaluated all classroom teaching and learning programs to determine the use of Quality Teaching elements (Significance and Quality Learning Environment) in engaging students during technology based lessons.

**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 2011 our school carried out evaluations of teaching and reading.

**Educational and management practice**

**Teaching**

**Background**

Cartwright Public School is entering the National Partnerships for Low SES schools in 2012. It was determined that the school would seek information about the level of teacher quality at Cartwright Public School, teacher knowledge and use of NAPLAN data. A consultant was invited to observe teaching and learning practice within the school to determine the effectiveness of implemented programs.

**Findings and conclusions**

- 57% of teachers cannot or do not navigate SMART2 data and do not utilise the results in their classrooms.
- Teachers are not making assessment criteria clear to students, and are not using this assessment data or SMART data to drive their teaching programs.
- Observed lessons need to incorporate Quality Teaching elements and provide explicit teaching and learning content.

- Guided, modelled and independent teaching models are required to be implemented in all classrooms.

**Future directions**

The Cartwright Public School Plan 2012-2014 will include opportunities for all staff to improve their knowledge and use of SMART2, navigating its components and implement its teaching strategies.

Teachers will forensically analyse SMART data, determining areas of need and program teaching and learning activities accordingly. Supervisors will also ensure that class programs include modelled, guided and independent strategies, with a focus on explicit instruction.

A focus on higher order thinking strategies is to be included in all programming to accommodate extending students and improve teacher awareness of the Quality Learning Environment dimension of the NSW Quality Teaching Framework.

**Curriculum**

**Literacy - Reading**

**Background**

Reading has been a constant focus for school improvement at Cartwright PS. NAPLAN results have determined the need for whole school strategies to be implemented to improve student reading outcomes. Programs such as Key Into Comprehension, Accelerated Literacy and a whole school approach to reading strategies have been implemented over the past three years. School based data and pre and post testing of teaching and learning programs indicates student improvement, however this is not entirely being transferred into NAPLAN results. It was then determined that an evaluation of Reading and its implementation throughout the school be conducted, focusing on teacher practice and student engagement.

**Findings and conclusions**

Students were surveyed and their findings are presented below:

- Students in Stage 2 and 3 were found to be bored and not particularly challenged in their reading lessons.
25% of students feel that new books should be purchased for reading.

Students appear not to read at home.

Teacher findings are as follows:

- Teachers would like further professional development in the area of reading.
- Teachers need to use the Literacy continuum more frequently for reading purposes.
- Consistent assessment criteria needs to be used to drive teaching and learning programs.
- Teachers feel that the library is an area where interest in reading can be promoted and this could transfer to the home environment.

In a generic parent survey:

- Only 37% of parents felt they have an understanding of the English curriculum and 96% agree that they would like more information about English and Maths support for their children.

Future directions

In consideration of the above findings, Cartwright PS will commence the Focus on Reading program in 2012. The Focus on Reading program is an intensive professional learning program that supports teachers to teach explicit reading strategies. A teacher facilitator, funded through National Partnerships, will professionally develop and mentor all staff in the implementation of the Focus on Reading program.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Over 92% of parents are happy with their child’s education at Cartwright and how their teachers interact with both parents and students.
- 96% of parents feel that the teachers of Cartwright PS provide a stimulating and challenging environment for their child to learn.

- 78% of students believe their teacher challenges them and makes them think in English lessons.
- 85% of all teachers believe that their teaching program includes a range of strategies to explicitly address students’ literacy needs.

Professional learning

A total of $8524 was used for teacher professional development for 2011. This averaged at $568.26 for each teacher (15 teaching staff). Areas of funding were:

- Leadership programs;
- Implementation Quality Teaching;
- Syllabus; and
- Literacy and Numeracy Programs.

Funding was also accessed from TIED grants such as Best Start, TEN and Priority Schools Funding to develop teacher knowledge within these areas.

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

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.
2012 Targets to achieve this outcome include:

- To increase the proportion of Year 3 students in NAPLAN reading at minimum or above bands 3-6 from 71% in 2011 to 75% in 2012.
- To increase the proportion of Year 3 students in NAPLAN reading achieving in the top two bands from 21% in 2011 to 25% in 2012.
- To increase the proportion of Year 3 students in NAPLAN numeracy at minimum or above band 3-6 from 70% in 2011 to 75% in 2012.
- To increase the proportion of Year 3 students in NAPLAN numeracy achieving in the top two bands from 13% in 2011 to 15% in 2012.
- To improve outcomes for students in Literacy and Numeracy at the Kindergarten transition point from 0 to 1 using Best Start Kindergarten Assessment.
- To improve the proportion of students in stage appropriate Literacy clusters and Numeracy levels at the Year 2 to Year 3 transition point from 0% in 2011 to 5% in 2012.
- To decrease the number of Aboriginal students in bands 1-2 (Year 3) and 3-4 (Year 5) of NAPLAN from 50% in 2011 to 30% 2012.

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 3-6. 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.
- Provide parent information sessions in English, Vietnamese and Arabic that give suggestions and resources for supporting and assisting their child with Home Learning and reading at home.
- Continue to use elements of Accelerated Literacy Pedagogy within Literacy programs K-6.
- Continue to integrate the elements of the Key Into Comprehension program in all classes K-6.
- 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 judgement 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.
- Provide students with the opportunity to borrow quality literature from library.
- Provide professional learning on the effective use of SMART data and where to find appropriate lesson strategies and example questions for implementation of programs.

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 personalised learning environments.
- Students experience success and receive recognition for their attainments.
2012 Targets to achieve this outcome include:

- Student welfare needs will decrease from 18% of students receiving a formal written consequence in 2011 to 15% in 2012.
- 50% of teachers will provide flexible and challenging teaching across the K-6 curriculum.
- 50% of teachers will be offering explicit lesson objectives, assessment criteria and effective feedback to students in 2012.
- Increase the level of parent engagement in their children’s learning by 5% in 2012.
- Increase to 65% the number of teachers able to use various technologies as effective learning tools in 2012.

Strategies to achieve these targets include:

- Revise the existing Welfare Policy to include the You Can Do It program emphasis.
- Creation and continued monitoring of Individual Education Plans (IEPs). Teacher professional development on creating and using IEPs.
- Hold regular parent meetings with the help of Community Liaison Officers (CLOs). Share with the community the vision of students needing to hold high expectations. Professional development employing a paraprofessional to discuss developing the school ethos.
- Provide regular teacher development and reflection of the Quality Teaching Elements. Teachers train in Higher Order Thinking strategies and embed these skills into classroom practice and planning.
- 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 within the classroom.

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.

2012 Targets to achieve this outcome include:

- Raise the number of teachers participating in leadership training and development from 7% to 14% in 2012.
- Identify and utilise a staff member to engage in school and community development in 2013.
- Increase the participation levels within the Community of Schools to begin sharing strategies to raise student achievement.

Strategies to achieve these targets include:

- Develop and implement teachers’ personal professional plans in consultation with the Principal linked to TARS and EARS process. Teacher Personal Learning Plans for staff be linked to school targets and DASA feedback.
- Employ two Community Liaison Officers (CLOs) 0.2 each to assist in running parent information sessions.
- 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.
- Share knowledge and understanding of the Literacy and Numeracy Continuums across the Community of Schools.
- National Partnership Committee and Executive review and evaluate the strategies and initiatives implemented.
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.

2012 Targets to achieve this outcome include:

- 20% of students will be in their stage appropriate literacy cluster or numeracy level in 2012.
- 80% of teaching programs reflect individual student learning needs in 2012.
- Implementation of explicit objectives for each lesson and assessment task in 2012.
- Preparation for implementation of the Australian Curriculum.

Strategies to achieve these targets include:

- Provide teacher professional learning to develop explicit assessment criteria with consistent teacher judgment, supplying quality feedback and set lesson objectives. Develop and implement a lesson study initiative, facilitated by executive.
- Supervisors to monitor and provide written feedback in regard to teachers’ programs.
- 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 students’ movement through the clusters and levels.
- Teacher professional learning in Higher Order Thinking questioning and strategies, embedding this into classroom planning and practice.
- Teachers co-operatively plan stage based programs and assessment tasks together, ensuring consistency of teacher judgment.
- Teachers actively participate in professional learning related 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: