School context

The school enrolment at the end of 2013 was 889, which included 477 boys and 412 girls. On average, 96.1% of students attended school each day. This was a slightly lower attendance rate than 2012, but continued to above regional and state attendance figures.

In 2013, we had 34 mainstream classes.

Principal’s message

I am pleased to provide you with the 2013 Annual School Report which describes many of the achievements made and initiatives conducted within the school during last year. It demonstrates the success of students and staff in meeting most of the teaching and learning targets set for the year and the areas that are targeted for improvement in 2014. I am always keen to hear from parents and community members about any aspect of the report and any ways that we can build on the success of the school’s programs and organisation as we move through 2014.

At the end of 2013 the school had implemented most of strategies included in the 2012-2014 School Plan. The plan has given the school a clear direction that has built on the strengths, history and reputation of the school while placing renewed emphasis on continuing to improve aspects of student outcomes, broadening effective community participation and equipping the school for the demands of 21st Century schooling. This direction has continued to be underpinned by the Carlton Public School Statement of Purpose 2012-2014 which is to: educate children who are healthy, safe, engaged, supported and challenged and who are ready for the demands of life now and into the future.

Given that most of the strategies from the school plan have been implemented, it was timely at the end of 2013 to review the extent of staff, student and community satisfaction with the changes that had been made. While many strategies are further described later in this report the following points summarise those that were viewed as being most prominent and successful:

- The continuing impact of the Kidsmatter initiative; the student mental health and wellbeing framework was reported as giving the school a positive tone and sense of belonging, increased connection with the school community, enhanced classroom support for student welfare and greater student inclusion in whole school events. The significant events conducted were the Mothers Matter and Fathers Matter Breakfasts, the literature based Social & Emotional Well Being lessons and the K-6 Kidsmatter Concert, the end of year celebration of all aspects of the Creative & Performing Arts.

- The implementation of the NSW English K-6 Syllabus for the Australian Curriculum. Staff reported a high level of support for the implementation model, the quality of the professional learning delivered and the provision of release time to plan and program quality teaching, learning and assessment activities.

- The continued improvements to administration and management of school programs including central collection and accounting of all school payments, the quality of the school newsletter, the continuing growth in the use of the ‘Sentral’ software administration and student profiling package and the successful implementation and use by staff of the new online reporting module were all viewed as significant.

- The commencement of the School Band was extremely well received by students, parents and staff. The band moved quickly from being a new band to one with an expanding repertoire and successful public performances within three terms. The high level of interest in the band means that a training band will be commenced in 2014.
I have continued to be very pleased with the breadth of student success in so many aspects of the primary curriculum. Carlton PS continues to sustain a well-deserved reputation for high quality achievements in school, zone and regional sport; quality contributions to regional creative arts exhibitions; high academic achievements leading to significant numbers of children being offered selective high school and opportunity class placements and continued outstanding NAPLAN results that are well above state markers, particularly in Year 3. These achievements are reflective of the high level of student engagement and effort, the quality teaching and organisation provided by our experienced and dedicated staff and the wonderful support provided by parents and community members.

The challenges facing the school in the near future include the introduction of the NSW K-6 Mathematics Syllabus for the Australian Curriculum, the change to greater localised decision making through the DEC Local Schools Local Decisions initiative and the completion of several projects to improve the school playground facilities.

- The implementation of the Local Schools, Local Decisions Plan from 2014 will mean an increase in the number and types of decisions that are made at the local community level to influence the direction and content of school plans, the spending and management priorities within those plans and the mix of staffing to best deliver the school plans to maximize student opportunity and performance. [http://www.schools.nsw.edu.au/news/index.php](http://www.schools.nsw.edu.au/news/index.php)
- All information about the implementation of the new NSW Syllabuses for the Australian Curriculum and related resources can be found at [http://syllabus.bos.nsw.edu.au](http://syllabus.bos.nsw.edu.au).
- The site improvement projects include the installation of new climbing and play equipment, the extension of the all weather artificial grass area, installation of digital signage and the acquisition of additional play areas following the demolition of two houses in Willison Road.

The school is in a strong position to meet these challenges so that the intended benefits accrue to students and their families in the form of additional learning opportunities, improved and more convenient administration and a higher level of family participation in all aspects of school activities.

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.

Mr Steve Cooper

P & C message

Last year saw a small but regular group of parents attend our monthly meetings. During the year we discussed a variety of topics including NAPLAN 2013, the Gonski review of school funding and the future of the school Uniform Shop. At each of our meetings our principal, Mr Cooper, provided a comprehensive report and sought input regarding many aspects of school life at Carlton PS.

In 2013 two new initiatives were introduced by the P&C. Early in the year we welcomed parents of new Kindergarten students to a ‘Tea and Tissues’ morning tea. Parents were able to get to know one another and make connections over morning tea and discuss issues that affect their children as they start their school journey. Later in the year the P&C subsidised a workshop for parents on ‘How to Bully Proof Your Children’. It is hoped this successful workshop will be followed up with further topics to support the Kidsmatter initiative in the future.

The School Banking program continued to be very successful with almost 300 bankers making regular deposits. The school received a small commission from the Commonwealth Bank for each new account opened and each deposit made. The commission received was $1891.23, an increase of approximately $200 from the previous year. Thank you to our 2013 volunteer school banking coordinators for their commitment to this role: Naglaa Abdelfattah, Sandy Busevski, Carolynne Farrell, Candy Huang, Paula Kairaitis, Gigi Lez, David Llewellyn, Julie Rached, Nikki Simitzis and Irene Singh.
The most important function of the P&C is to promote the interests of the school by bringing together parents, citizens, students and teachers into close cooperation. In 2013 the P&C worked alongside the school staff to support the Kidsmatter initiative at several fundraising events that were associated with this initiative. This year we had our first Mothers Matter breakfast with mums, grandmothers and friends joining together in a range of activities to celebrate Mothers’ Day. This day also raised awareness of White Ribbon Day with the children planting white flowers to highlight the importance of non-violence against women. Our second Fathers Matter Breakfast, held to celebrate Fathers’ Day, was again a highly successful event with many dads taking time off work to enjoy a BBQ breakfast and participate in a range of activities with their children.

The P&C organised many fundraising events during the year including an Easter raffle, family photos and the sale of rain ponchos and entertainment books.

The Uniform Sub-Committee was once again led by volunteers, Lyn Partridge and Gertie Kelly, who successfully managed and operated the Uniform Shop and sold uniforms at the Kindergarten Orientation Day. Thanks to Gertie and Lyn for their dedicated efforts. It was decided on Gertie and Lyn’s retirement that the Uniform Shop should go to tender to offer parents a range of options to purchase school uniforms. Survey results showed that the majority of parents wanted to be able to purchase items off-site in addition to having a shop on site. This process will occur in 2014.

The profits from P&C and the Uniform Sub-Committee are used to provide resources that benefit students and staff. As a result of the fundraising efforts of the P&C in 2013, a cheque for $20 000 was presented to the school to support improvement of our school site.

While fundraising was an important aspect of the role of the P&C we also worked to address the needs of our children and the school environment. In 2013 we were involved in petitioning the Federal Government to support the full implementation of the Gonski Review findings that was successful only to be partially overturned by a new Federal Government. Continued petitioning occurred which assisted in the campaign to pressure the new Government to increase their funding of the Gonski review.

Thank you to the members of the P&C Executive for their support and involvement over the past year. The P&C would like to thank Mr Cooper and all the teaching and office staff for being so supportive of the P&C and our work. They are dedicated educators who always strive to make Carlton PS a better place for our children. A thank you must also go to the parents and caregivers who continue to support the school each year by volunteering and participating in various fundraising events held throughout the year and attending P & C meetings.

All parents are welcomed to our meetings held on the second Tuesday of the month during the school term. Marrianne Skinner - P&C President

Student representative’s message

As the elected school captains for 2013 we have thoroughly enjoyed and learned a great deal from the leadership opportunities that have part of the role. We were given the opportunity to lead the Year 6 prefect group and the Student Representative Council in many activities. We worked very well with everyone in these groups to set a good example for the rest of the school to follow. Our leadership skills have developed, as has our confidence in speaking to a range of people and in front of large audiences such as the Presentation Day assemblies.

Young Leaders Day was a feature event for everyone in our school leadership team. Our school also took part in the Anzac Day ceremony, Kidsmatter and Education Week celebrations and numerous fundraising events. Other highlights were the Mini Fete, where Stage 3 students raised money to be used to further improve our...
school; the Stage 3 Camp to Myuna Bay, the Kidsmatter whole school concert at the end of year as well as the numerous opportunities that we were given to lead the school in many assemblies this year.

Being a school captain has been a wonderful experience and we are honoured to have been given so many opportunities to lead the school with pride. At the end of our time at Carlton PS, we would like to thank all of the dedicated and hard-working teachers who have taught and assisted us during our time at Carlton PS. We thank Mr Cooper, for his leadership of the school in 2013 and thank him for the many enjoyable meetings we had with him.

We would like to take this opportunity to say thank you to all our Year 6 friends for your support and wish each and every one of you continued success for high school. To the school captains for 2014, Alex Haragli and Rayanne Haidar, we wish you all the best for the year and trust that you will find the experience an enjoyable and rewarding one.

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>499</td>
<td>502</td>
<td>507</td>
<td>482</td>
<td>496</td>
<td>466</td>
<td>473</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>441</td>
<td>453</td>
<td>440</td>
<td>427</td>
<td>430</td>
<td>404</td>
<td>409</td>
<td></td>
</tr>
</tbody>
</table>

Student attendance profile

On average, 96.1% of students attended school each day. This was a slightly lower attendance rate than 2012, but continued to above regional and state attendance figures.

Management of non-attendance

While 2013 student attendance figures were above State and regional rates, attendance continues to be a focus in 2013. Class rolls are marked online daily and monitored regularly for patterns of students’ partial or non-attendance. The Learning Support Team (LST) monitors the attendance of students. If a concern is identified, the team works with the student, parent and class teacher to improve attendance. Parents are contacted by the school and informed of their responsibility to ensure that children attend school regularly. The support of the Home School Liaison Officer (HSLO) is sought if required.

Workforce information

Carlton Public School employed a total of 72 permanent or temporary teaching staff and 9 administrative staff during 2013. A number of job share and part-time positions were necessarily established to comply with teachers’ legislated working conditions.
Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>29.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.945</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>5.2</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>1.554</td>
</tr>
<tr>
<td>Teacher of Community Language</td>
<td>5.4</td>
</tr>
<tr>
<td>Teacher Primary Part-time</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Primary Executive Release</td>
<td>2.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.172</td>
</tr>
<tr>
<td>Total</td>
<td>61.671</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013 there were no Indigenous staff employed at the school.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>6.1</td>
</tr>
</tbody>
</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>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>281 880.63</td>
</tr>
<tr>
<td>Global funds</td>
<td>420 784.42</td>
</tr>
<tr>
<td>Tied funds</td>
<td>138 656.60</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>445 690.19</td>
</tr>
<tr>
<td>Interest</td>
<td>9161.99</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11 412.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>13881.38</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>75 345.80</td>
</tr>
<tr>
<td>Excursions</td>
<td>49 799.50</td>
</tr>
</tbody>
</table>

| Extracurricular dissections          | 222 000.68 |
| Library                              | 7 903.90   |
| Training & development               | 28 149.13  |
| Tied funds                           | 153 178.44 |
| Casual relief teachers               | 142 997.58 |
| Administration & office              | 213 253.50 |
| School-operated canteen              | 0.00      |
| Utilities                            | 99 206.54 |
| Maintenance                          | 89 258.41 |
| Trust accounts                       | 12 988.86 |
| Capital programs                     | 0.00      |
| Total expenditure                    | 1 094 082.34 |
| Balance carried forward              | 213 504.04 |

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the Parents & Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Carlton Public School continues to focus attention on building higher levels of performance in literacy and numeracy while ensuring that all students perform above minimum standards.

All our students are provided with a balanced education and an opportunity to develop themselves as confident and creative individuals.

Academic achievements

NAPLAN

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.

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link http://www.myschool.edu.au and enter Carlton in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Reading:
Target was to decrease the number of students who performed in the lowest band in the test aspect of Reading (Band 1). This was achieved. In 2012 2.2% of students were in Band 1. In 2013 0.7% were in Band 1.

Target was to increase the percentage of students who achieved the highest band in the test aspect of Reading (Band 6). This was achieved. In 2013 28.1% of students were in Band 6. In 2013 29.8% were in Band 6. Year 3 students also 1.9% above state average in this band.

Spelling:
63.1% of students achieved the top two bands in the test aspect of Spelling. This was 13.5% above state average.

Grammar and Punctuation:
The target was to decrease the number of students in the lowest band in the test aspect of Grammar and Punctuation (Band 1). This was achieved. In 2012 it was 3.7%. In 2013 it was 2.1%
36.2% of Year 3 students achieved the highest band (Band 6), which was 5.5% above state average.
Writing:
Target was to decrease the number of students who performed in the lowest two bands in the test aspect of writing (Band 1 and Band 2). This was achieved. In 2012 5.3% of students were in Band 1 and 2. In 2013 2.8% were in Band 1 and 2.

Target was to increase the number of students who achieved the highest band in the test aspect of Writing (Band 6). This was achieved. In 2012 11.3% of students were in band 6. In 2013 17% were in band 6.

NAPLAN Year 3 - Numeracy
Improvements in overall achievements in Year 3 Numeracy included an increase in the percentage of Year 3 students achieving in Bands 5 and 6 in measurement, data, space and geometry from 47% (2012) to 49% (2013) and a decrease in the percentage of Year 3 students achieving in Bands 1 & 2 in measurement, data, space and geometry from 12.5% (2012) to 12% (2013). Targets in both these areas were achieved.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Reading:
The target was to decrease the number of students who performed in the lowest band in the test aspect of Reading (Band 3). This was achieved. In 2012 it was 10%. In 2013 it was 0.9%

The target was to increase the number of students who performed in the highest band in the test aspect of Reading (Band 8). This was achieved. In 2012 it was 8%. In 2013 it was 14%.

Spelling:
The target was to decrease the number of students who performed in the lowest band in the test aspect of Spelling (Band 3). This was achieved. In 2012 it was 4%. In 2013 it was 1.8%.

24.6% of students achieved the highest band (Band 8) this was 11.4% above state average.
Grammar and Punctuation:
The target was to decrease the number of students who performed in the lowest band in the test aspect of Grammar and Punctuation (Band 3). This was achieved. In 2012 it was 6%. In 2013 it was 3.5%.

The target was to increase the number of students who achieved the highest band in the test aspect of Grammar and Punctuation (Band 8). This was achieved. In 2012 it was 24%. In 2013 it was 28.1%.

Writing:
The target was to decrease the number of students who performed in the lowest band in the test aspect of Writing (Band 3). This was achieved. In 2012 it was 6%. In 2013 it was 4.4%.

9.6% of students achieved the highest band (Band 8) this was 1.8% above state average.

NAPLAN Year 5 – Numeracy
Improvements in overall achievements in Year 5 Numeracy included an increase in the percentage of Year 5 students achieving in Bands 5 and 6 in measurement, data, space and geometry from 37.7% (2012) to 43% (2013) and a decrease in the percentage of Year 5 students in Bands 3 & 4 from 18.3% (2012) to 13% (2013). Targets in both these areas were achieved.
Other achievements

Arts

Achievements in the arts included:

- The Year 2 choir performed in the Hurstville Music Festival at the Sutherland Entertainment Centre.
- The recorder group performed at the Sydney Opera House in the combined instrumental music festival.
- Cultural performance groups performed as part of the Education Week celebrations at Rockdale Plaza and the school’s Education Week Open Day.
- The school held its first biennial Kidsmatter Concert with every student represented in class, performance items. Dance, drama, musical and multi media items using a literature base were presented to large audiences in matinee and evening performances.

- The skills of our senior dance group continue to develop and were showcased at various events in the school year.
- The school participated in the White Ribbon Exhibition.
- The school organised Koori Art displays and exhibited artworks in the Regional Koori Art display at the Australian museum.
- The school recorder group performed throughout the year at various events, including Education Week, school assemblies and the Festival of Instrumental Music at the Sydney Opera House.
- Carlton PS’s annual Night of the Stars showcased the variety of talents in the performing arts.

Sport

Carlton PS ensures that all students have access to a wide range of in-school and out-of-school sporting programs. Participation in PSSA competitions continues as a priority to provide enhanced participation and competitive outlets for students in Years 3-6. Our resources were bolstered in 2013 with extra equipment from the Coles and Woolworths Sports for Schools program and participation in the Premiers Sporting Challenge.

The highlights in sport last year included:

- 274 Year 3-6 students participated in all Botany Bay Primary School Sports Association (P.S.S.A.) teams each week. 115 students over Summer and 161 students over Winter. The sports were cricket, netball, softball, soccer, oz tag and rugby League.
- Winter PSSA results: Junior Soccer Boys Semi Finalists, Senior Rugby League Champions (for the second year in a row, undefeated), Girls Junior Soccer Minor Premiers and Semi Finalists, Senior Soccer Girls Minor Premiers and Runner’s Up, Senior Soccer Girls Minor Premiers and Runner’s Up, Senior Netball B Division semi-finalists, Senior Netball Division A, Runner’s Up.
- Carlton awarded Champion School trophy for both soccer girls’ teams.
- Summer PSSA results: Junior cricket Champions, Senior Cricket undefeated Minor Premiers and Runner’s Up, Senior Blue Softball Boys semi-finalists, Senior Yellow Softball Boys Champions. Senior Blue Softball Girls Runner’s Up.
- Carlton awarded Champion School trophy for both cricket teams.
- 117 students represented the school at Botany Bay Zone carnivals and 13 children represented at Sydney east Carnivals
• 3 swimming and 5 athletics records were broken at our school carnivals. 4 by 1 student alone.
• 2 students made the Sydney East Open Rugby Union team.
• 1 student made the Sydney East U/11 Rugby League team.
• 1 student made the Sydney East Area Boys Soccer team.
• 2 students made the Botany Bay Zone Netball team.
• 2 students made the Botany Bay Zone Girls Soccer team.
• 1 student made Botany Bay Zone Cricket team.
• 2 junior cricketers were selected to trial for Area cricket team.
• Throughout the year, 232 students participated in gymnastics lessons at Hurstville Leisure Centre.
• Trained coaches led approximately 180 students in tennis at Rockdale.
• All students K-6 were involved in the “Dance2bfit” program.
• 120 Stage 3 students attended a sport and recreation camp at Myuna Bay.
• The whole school participated in the Premier’s Sporting Challenge.
• 2 students were successful in gaining entry to Endeavour Sports High School.
• 6H and Early Stage 1 buddy program continued the development of fundamental movement skills in Early Stage 1 students in terms 2, 3 and 4.
• Early Stage 1 participated in a gymnastics program called Bounce during Term 4. This provided children with the opportunity to use the equipment and improve their gross motor and balance skills.
• 162 Years 2-6 students participated in the School Swimming Scheme during Term 4.
• 50 students participated in the Brad MacKay Shield and Lance Thompson Cup Rugby League 7-a-side gala day.
• 218 (21 teams) students from stages 2 and 3 attended the Dragon Tag Gala Day.
• 59 (Stage 1), 54 (Stage 2) and 89 (Stage 3) students from years 3-6 participated in a 5-a-side Soccer Gala Day held at 5 sports and run by Endeavour Sports High School.
• 2 new High Jump mats have been purchased.
• 1 teacher attained level 1 soccer coaching certificate.
• 1 teacher attended a netball course
• 2 teachers attended a softball course
• 2 teachers attended a Swimming Meet Managers Course
• 1 teacher was the convenor for Girls Softball Division 2.

**Debating and Public Speaking**

In 2013, two Stage 3 debating teams participated in the Sydney Region Primary Debating Competition and two teams in the Premiers Debating Challenge. Both teams were successful in winning sufficient zone debates to proceed to the inter-zone finals and progressed to the quarter-final where they were narrowly defeated. The topics were always challenging and stimulated creative and higher order thinking skills for the students.

Public speaking continued to be a valued part of our school curriculum, with every student K-6 taking part in the school public speaking competition. In Semester 1, a student from each stage represented the school in the Multicultural Public Speaking competition. Jordan Z, our Stage 2 representative, won a Highly Commended award.

Following the school public speaking competition, four students went on to the
regional final of the Multicultural Perspectives Public Speaking Competition where Ethan M attained a highly commended award and School Captain Jenna B-W won this competition and progressed to the NSW final where she competed strongly with the top twelve students in the state. A wonderful effort!

**Student Leadership**

- Student leadership is continually fostered at Carlton PS through formal and informal programs such as the Year 6 Prefect initiative. Over 60 Year Six students were elected prefects in 2013. The school Student Representative Council (SRC) is comprised of 54 students who represent each class from Years 2-6. The SRC had a training day in Semester 1 and met on a regular basis under the guidance of several teachers to discuss issues relevant to the students, support school initiatives, give students a role in decision-making and participate in fundraising. The scope of student leadership activities within the school is consistently being broadened and includes leading class meetings, presenting information sessions, hosting assemblies, coordinating playground games for younger students, leading groups for the Kindergarten Orientation Program and leading the successful social skills program Theragames. Selected Stage 3 students were trained as Peer Mediators and had the responsibility to mediate student issues and resolve minor playground issues.

**Premier’s Reading Challenge**

- 154 students successfully completed the DEC-supported Premier’s Reading Challenge in 2013. This program aims to promote regular reading of quality literature for all students. It continues to be a key focus in 2013 as part of the target to improve student literacy outcomes.

**Mathematics Olympiad**

- Last year 55 Stage 3 students participated in the 2013 Maths Olympiad. The students were divided into two teams - Carlton A and Carlton B. They then competed in five rounds of challenging mathematical problems. Over 500 schools from all over Australia competed in the Maths Olympiad and there were more than 2 800 students in Division J. Carlton A team finished first in Division J with a perfect score of 250, our best ever result. Twelve students obtained a perfect score of 25 and were awarded an Olympiad Medal. In addition a further 18 students finished in the top 10% of all participants. Congratulations to all students for achieving such outstanding results.

**Selective High School and Opportunity Class**

- Year 6 students sat for the DEC Selective High School placement test in March 2013. Twenty four students were successful in gaining entry placement to a selective high school for 2014. Year 4 students sat for the Opportunity Class test in July to gain placement in Year 5 OC classes for 2014. Eighteen students were successful in gaining positions. Some families, given the option, decided to have their children remain at Carlton for Years 5 & 6 because of the strong academic, sporting and cultural programs.

**Significant programs and initiatives**

**Aboriginal Education**

The school maintained a strong commitment to supporting Aboriginal students and embedding Indigenous perspectives across the curriculum in 2013. Reconciliation Week and NAIDOC Week were celebrated with all students participating in experiences dedicated to learning about cultural awareness and the celebration of Aboriginal and Torres Strait Islander culture.

Reconciliation Week was celebrated at Carlton Public School through many individual class activities which culminated in a wonderful series of performances by the Aboriginal group “The Yidinji Culture Group.” The sessions were inclusive of traditional and modern dance, music and stories illustrated with aboriginal artifacts.

During Term One 2013, meetings were held with parents of students with Aboriginal & Torres Strait Islander background to collaboratively develop personalized learning plans which were implemented and reviewed throughout the year.

The school participated in the Sydney Region Koori Art Expressions visual arts initiative and artworks were displayed at DEC State office.

Year 6 student, Katherine Hand was the recipient of a school award as part of the Sydney Region Deadly Awards.
Multicultural education
Throughout last year, our school actively promoted multicultural education through teaching and extra-curricular events as demonstrated by:

- A multicultural perspective was incorporated into Human Society and Its Environment (HSIE) programs across the school which aims to value diversity and draw attention to the different cultural communities within Australia.
- The English as a Second Language (ESL) program continued to provide support and individualised learning programs to students who speak a language other than English at home. Our Language Background Other than English (LBOTE) population was a total of 800 students requiring English as a Second Language (ESL) support. Of these students, 147 were first phase learners, 338 were second phase learners and 296 were third phase learners. All ESL staff participated in professional learning designed to enhance ESL pedagogy across the school.

Students participated in Harmony Day which recognises other cultures within the school and the wider community as well as giving students an opportunity to discuss issues related to racial prejudice and the importance of promoting tolerance

Community Languages
All students participate in a language program for two hours per week. Languages studied at the school include Mandarin, Arabic, Maori, Macedonian, Greek and Indonesian. There were many highlights throughout 2013 which allowed our students, staff and community members to share aspects of the culture associated with each of these languages:

- The continuation of the Greek Community Language Program.
- Students representing each language program performed for Education Week at Rockdale Plaza and participated in the 2013 Education Week Open Day celebrations at Carlton Public School.
- Students K-6 participated in the 2013 National Chinese Eisteddfod and achieved outstanding results.

Language Other Than English (LOTE) - Indonesian
All students not participating in the community languages program undertake studies of Indonesian.

- In 2013, Indonesian students participated in the state-wide Indonesian writing competition, Kompetisi Siswa. One Year 4 student won 3rd prize for Stage 2.
- During Education Week in Term 3, Carlton Public School welcomed five visitors from Harapan Bunda School in Jimbaran, Bali. Their visit marked the start of our Sister School Partnership with Harapan Bunda School, providing students with cross-cultural learning opportunities and language exchange.
- Students from Year 4 also performed a dance at school and at Rockdale Plaza for Education Week. The Balinese Dance was taught by the sister school through video! They also brought the beautiful costumes from Indonesia.
• Also in Term 3, the Musica Viva group Makukuhan came to the school to perform with Indonesian musical instruments called Gamelan. The music was fantastic and thoroughly enjoyed by all the students and teachers who attended.

• For the third year, students in Year 5 submitted an entry into LinguaFest, a Short Film Competition run by the Modern Language Teachers’ Association. Their short film was among 20 finalist films that screened at Parliament House in Martin Place, and ultimately received the Judge’s High Commendation award.

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013, our school carried out an evaluation of School Management Practices and Guidelines. The school also reviewed the curriculum area of Mathematics.

Meetings of staff and parents were conducted to collect and analyse responses to the following question: Please consider any of the school management systems that are formally or informally used or are in place and comment on their level of effectiveness to support student learning, staff work and community participation?

Some areas for consideration were: money management for school activities, excursion and event organisation, reporting & interviews, communication with parents, policy development and availability, equipment & resources management, use & functions of committees and meetings, technology use & availability, student behaviour and welfare management or any of the other systems management areas in the school.

Areas that were recognised as being effective, successful and functional in supporting student learning, staff work and community participation were:

• The redevelopment of the administration area to allow more functional operations of the print room and reception areas.

• Installation and use of a central collection box in the new administration area for collection of all notes, payments and correspondence from parents.

• Management of all payments by administration staff rather than teaching staff.

• Completion of the technology hardware installations allowing online attendance monitoring, internal messaging, improved student profiling, revised student reporting and the use of interactive screens by support staff for teaching/learning.

• Parent participation in school excursions has improved through the use of a ballot system

• The sharing of ideas, distribution of roles and collaboration of staff to support extracurricular activities and school plan initiatives through the use of school committees.

Areas that were recognised as being less effective, successful or functional in supporting student learning, staff work and community participation and therefore in need of change or refinement were:

• Consider moving Parent Teacher Interviews to the end of Term 1 or have additional interviews. Timing of interviews also needs consideration to allow for working parents

• The need to adhere to mandatory cut off dates for school activities and excursions to allow effective management of rolls, participation and payments

• Use of email distribution lists for each class to lessen paper use and improve the level of direct electronic communication. Keeping parent information current is a continuing issue.

• Exploration of other online packages such as Facebook need to be further considered.
Possible increased use of the Sentral system to improve tracking of student welfare issues and monitoring of Sick Bay operations should be considered.

**Curriculum Review – Mathematics**

The curriculum targets for Mathematics and the implementation of the National Curriculum have been the drivers of change in Mathematics within the school. Carlton Public School teachers, parents and students will need to be familiar and confident with the intent, revised content and practices prior to the compulsory implementation of the NSW Syllabus for the Australian Curriculum in 2015. The school leadership team will have the 2014 school year to ensure this is the case. There will be significant training to ensure this occurs.

The review was undertaken using a survey created by NSW DEC. This survey was used to gauge the strategies used by teachers during Mathematics lessons and included questions about teacher confidence. It was important to allow teachers to include some anecdotal comments to identify future Teacher Professional Learning (TPL) and what they think parents should know about the teaching of Mathematics in schools.

The staff, students and parents were also asked to respond with recommendations for improving Mathematics across the school. Data from the surveys and the comments added by teachers was presented as the drivers of change. The working mathematically strand of the current syllabus was an area identified by teachers as an area for development. Improved preparation of assessment schedules that include well defined activities for assessment of learning and for learning and the collection of that data using online student profiling is a high need area.

In NAPLAN, the Year 5 students performed significantly above the National average in all aspects of numeracy and students performed slightly better in Number than in Measurement and Data.

School planning 2012—2014: progress in 2013

**School priority 1**

**Improved Literacy outcomes for all students**

2013 Targets to achieve this outcome included:

- At least 80% of students achieving stage exit outcomes in English (See elaborated targets in Literacy)
- Increase the percentage of Year 3 students achieving NAPLAN Bands 5 & 6 in reading from 53% (2012) to 55% (2013)
- Decrease the percentage of Year 3 students achieving in NAPLAN Bands 1 & 2 in reading from 8.9% (2012) to 6% (2013)
- Increase the percentage of Year 5 students achieving in NAPLAN Bands 7 & 8 in reading from 27% (2012) to 30% (2013)
- Decrease the percentage of Year 5 students achieving in NAPLAN Bands 3 & 4 in reading from 22% (2012) to 20% (2013).

**Evidence of progress towards outcomes in 2013:**

**Reading**

**Year 3**

- Target was to have at least 80% of students achieving stage exit outcomes in English. The class achievement levels below demonstrate that this target was achieved for all year groups: Kindergarten – 90%, Year 1 – 90%, Year 2 - 87.5%, Year 3 - 86%, Year 4 – 82.5%, Year 5 – 92%, Year6 – 86.5%.
- Target was to decrease the number of students who performed in the lowest band in the aspect of Reading (Band 1). This was achieved. In 2012 2.2% of students were in Band 1. In 2013 0.7% of students were in Band 1.
- Target was to increase the percentage of students who achieved the highest band in the test aspect of Reading (Band 6). This was achieved. In 2013 28.1% of students were in Band 6. In 2013 29.8% were in Band 6. Year 3 students also 1.9% above state average in this band.

**Year 5**

- The target was to decrease the number of students who performed in the lowest band in the test aspect of Reading (Band 3). This
was achieved. In 2012 it was 10%. In 2013 it was 0.9%.

- The target was to increase the number of students who performed in the highest band in the test aspect of Reading (Band 8). This was achieved. In 2012 it was 8%. In 2013 it was 14%.

**Outcome for 2012–2014**

**Improved literacy outcomes for all students with a particular focus on reading in 2014**

**Strategies to achieve these outcomes in 2014**

- Implement the NSW English Syllabus for Aust. Curriculum.
- Deputy Principal oversight of K-6 literacy planning, implementation & evaluation.
- Development of stage based teaching and learning plans to manage the implementation of the NSW English Syllabus.
- Continue implementation of quality literacy teaching sessions: *Balanced / Integrated / Systematic / Explicit* approaches including teaching of super six comprehension & vocabulary development, phonics & phonemic awareness strategies based on the elements of the Quality Teaching Framework & the K-6 Literacy Continuum.
- Establish assessment guidelines, timelines and practices that allow for assessment of student achievement against grade/stage expectations aligned to NSW Syllabus, inclusive of understanding & use of NAPLAN Smart data, to inform teaching & learning
- Refine the framework of student achievement expectations in each grade/stage
- Engage in teacher professional learning, peer mentoring and reflection and the development of quality teaching resources in line with new syllabus.
- Significantly resource the school literacy development plans including across KLA, Library and stage appropriate programs for home reading.
- Resource Teacher Professional Learning to: guide classroom implementation of NSW Syllabus, use of online programming tool, quality, planned assessment strategies including progressive implementation of PLAN K-6,
- Develop mutually supportive partnerships with parents to aid student literacy achievement, present parent workshops and online content from NSW Syllabus, support of the Premier's Reading Challenge, PLAN, NAPLAN and continue support for Selective HS and OC Class applications

**2014 Targets to achieve this outcome include:**

- At least 80% of students achieving stage exit outcomes in English as below:
  - 89% of Kindergarten students achieve Level 8 in reading
  - 89% of Year 1 students achieve Level 17 in reading
  - 88% of Year 2 students achieve Level 22 and above in reading
  - 88% of Year 3 students achieve over Band 2 in reading
  - 55% of Year 3 students achieve Band 5 or above in reading
  - 86% of Year 4 students achieve Sound (C) or higher in reading
  - 84% of Year 5 students achieve Band 5 or above in reading
  - 87% of Year 6 students achieve Sound (C) or higher in reading
- Increase the percentage of Year 3 students achieving NAPLAN Bands 5 & 6 in reading from 51% (2013) to 55% (2014)
- Decrease the percentage of Year 3 students achieving in NAPLAN Bands 1 & 2 in reading from 7.1% (2013) to 6% (2014).
- Increase the percentage of Year 5 students achieving in NAPLAN Bands 7 & 8 in reading from 38.6% (2013) to 40% (2014)
- Decrease the percentage of Year 5 students achieving in NAPLAN Bands 3 & 4 in reading from 9.7% (2013) to 8% (2014).

**School priority 2**

**Improved Numeracy outcomes for all students**

**2013 Targets to achieve this outcome included:**

- At least 80% of students achieving stage exit outcomes in Mathematics
- 80% of Kindergarten students achieve Early Stage 1 aspects on the numeracy continuum
- 80% of Year 1 and 2 students achieve Sound (C) or higher in numeracy
90% of Year 3 students achieve over Band 2 in numeracy
52% of Year 3 students achieve Band 5 or above in numeracy
75% of Year 4 students achieve Sound (C) or higher in numeracy
54% of Year 5 students achieve Band 5 or above in numeracy
80% of Year 6 students achieve Sound (C) or higher in numeracy
Increase the percentage of Year 3 students achieving in bands 5 and 6 in measurement, data, space and geometry from 47% (2012) to 52% (2013)
Decrease the percentage of Year 3 students achieving in Bands 1 & 2 in measurement, data, space and geometry from 12.5% (2012) to 10% (2013)
Increase the percentage of Year 5 students achieving in bands 5 and 6 in measurement, data, space and geometry from 37.7% (2012) to 41% (2013)
Decrease the percentage of Year 5 students in Bands 3 & 4 from 18.3% (2012) to 17% (2013).

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:
2013 was the second year of implementing the three-year target as per the School Plan 2012-2014.

- The target was to have at least 80% of students achieving stage exit outcomes in Numeracy. The class achievement levels below demonstrate that this target was achieved for all year groups: Kindergarten – 94.2%, Year 1 – 90.7%, Year 2 – 90.7%, Year 3 – 89.8%, Year 4 – 84.2%, Year 5 – 83.9%, Year 6 – 73%.

- Increased the percentage of Year 3 students achieving in bands 5 and 6 in measurement, data, space and geometry from 47% (2012) to 49% (2013)
- Decreased the percentage of Year 3 students achieving in Bands 1 & 2 in measurement, data, space and geometry from 12.5% (2012) to 12% (2013)
- Increased the percentage of Year 5 students achieving in bands 5 and 6 in measurement, data, space and geometry from 37.7% (2012) to 43% (2013)

- Decreased the percentage of Year 5 students in Bands 3 & 4 from 18.3% (2012) to 13% (2013).
- Problem solving lessons were reflected in teacher’s programs, as well as the planning and assessing of Mathematics.
- Staff surveyed on their confidence within the implementation of the Mathematics curriculum.
- Physical resources purchased and distributed to support Mathematics.
- Executive introduced the key aspects of the new Mathematics syllabus.

Year K-Y2 staff familiar with the data gathering and programming implications evident in successful use of Best Start/PLAN

Strategies to achieve these outcomes in 2014:
- Introduce the NSW Mathematics Syllabus for Aust. Curriculum to guide teaching and improve student numeracy achievement
- Deputy Principal oversight of K-6 numeracy planning, implementation & evaluation
- Engage in teacher professional learning, peer mentoring and reflection and the development of quality teaching resources in line with new syllabus.
- Development of stage based teaching and learning plans to manage the implementation of the NSW Maths Syllabus.
- Develop a shared understanding of and support for implementation of quality numeracy teaching sessions. Balanced/Integrated/Systematic/Explicit strategies based on the elements of the Quality Teaching Framework & the K-6 Numeracy Continuum.
- Develop a framework of student achievement expectations in each grade/stage for all aspects of numeracy development.
- Establish assessment guidelines, timelines and practices that allow for assessment of student achievement against grade/stage expectations aligned to NSW Syllabus to inform teaching & learning, inclusive of consistent teacher judgement strategies and understanding & use of NAPLAN Smart data,
- Establish and manage web based student learning profiles that track numeracy achievement for all students.

- Resource Teacher Professional Learning to: guide classroom implementation of NSW Syllabus, use of online programming tool, quality, planned assessment strategies including progressive implementation of PLAN K-6, TEN & TOWN

- Develop mutually supportive partnerships with parents to aid student numeracy achievement, present parent workshops and online content from NSW Syllabus, support and use of PLAN & NAPLAN data and continue support for Selective HS and OC Class applications.

- Use of SMART data strategies and elements of the Mathematics Continuum (K-10) in teaching/learning programs.

- Staff and student use of technology, including iPads and online programs, as a teaching and learning tool for Mathematics.

- Resources audited and purchased to ensure the effective teaching of Mathematics in all classrooms to better address the needs of individual learners.

- Professional development provided to familiarize staff with the content of the new Mathematics curriculum.

- Providing ongoing professional learning for all staff, including all staff K-2 to be trained in the TEN program (Teaching Early Numeracy).

- Collaborative planning, implementation and assessment of programs across each stage, ensuring consistent teacher judgment in all grades.

**2014 Targets to achieve this outcome include:**

- At least 85% of students achieving stage exit outcomes in Mathematics:
  - 95% of Kindergarten students achieve Early Stage 1 aspects on the numeracy continuum
  - 90% of Year 1 and 2 students achieve Sound (C) or higher in numeracy
  - 90% of Year 3 students achieve over Band 2 in numeracy
  - 52% of Year 3 students achieve Band 5 or above in numeracy

- 85% of Year 4 students achieve Sound (C) or higher in numeracy

- 54% of Year 5 students achieve Band 5 or above in numeracy

- 80% of Year 6 students achieve Sound (C) or higher in numeracy

- Increase the percentage of Year 3 students achieving in NAPLAN Bands 5 and 6 in measurement, data, space and geometry from 48.9% (2013) to 50% (2014).

- Decrease the percentage of Year 3 students achieving in NAPLAN Bands 1 & 2 in measurement, data, space and geometry from 12.1% (2013) to 8% (2014).

- Increase the percentage of Year 5 students achieving in NAPLAN Bands 5 and 6 in measurement, data, space and geometry from 43% (2013) to 45% (2014).

- Decrease the percentage of Year 5 students in NAPLAN Bands 3 & 4 from 14% (2013) to 12% (2014).

**School priority 3**

**Outcomes from 2012–2014**

All children are healthy, safe, engaged, supported and challenged.

**Evidence of progress towards outcomes in 2013:**

- The Kids Matter at Carlton Statement of Purpose has been featured in all school communications, all correspondence in terms of school evaluation and planning and at all school events

- Successful class based implementation of the Kidsmatter module: Social & Emotional Learning for all Students, using literature lessons featuring emphasis on talking & listening to focus on the elements in the module. Staff reported a high level of student interest and engagement in these lessons

- Successful reintroduction of a K-6 fitness program in all stages.

- The digital signage and use of social media tools was held over until 2014.

- All students identified as being at ‘academic risk’ were identified and appropriate Individual Education Plans developed in collaboration with parents and support staff.

  The application of integration funds, LaST
funds and teacher interventions was managed by the Learning & Support Team on a weekly basis.

**Strategies to achieve these outcomes in 2014:**

- Continue to use the School Statement of Purpose to describe and symbolise the planned direction, values and initiatives that the school will pursue in 2014.
- Continue the Kidsmatter Primary Framework – a whole school student wellbeing and mental health strategy.
- Continue to build on Kidsmatter strategies to enhance all aspects of effective communication with the local community.
- Introduce digital communication signage for use at school venues and on the school network.
- Continue to refine the implementation of the Every Student, Every School Strategy for identification and support of students with low support needs and ‘at risk’ levels of performance, through management by the Learning Support Team and the intervention by all teachers with the negotiated support of the Learning Support Specialist.
- Revise and strengthen the school’s Gifted & Talented Student Policy and Procedures to ensure that high achievers in all Key Learning Areas are identified, supported and engaged in learning programs that maximise their achievement & develop their potential.

**Evidence of progress towards outcomes in 2013:**

- Successful formation a school band in Years 3-6 with excellent parent support for the weekly whole band sessions and tutorials. Performances at assemblies, Education Week, Band Blow In and Kidsmatter events has quickly enhanced the profile of the band, with a large number of students and parents seeking entry for 2014.
- The literature based, Kidsmatter social and emotional learning sessions were successfully conducted in every class, culminating in the end of year Kidsmatter Concert where every child was included in the first whole school performing arts concert.
- The number and type of class and stage level performing arts activities and performances have increased significantly. Collaborative planning of year programs and timetabling of performance times has contributed to this improvement.
- The number of students auditioning for and participating in the annual Night of the Stars talent quest has increased. The quality and diversity of items has significantly improved in the last two years.

**School priority 4- Creative & Performing Arts**

**Outcome for 2012–2014**

*Increased student participation and opportunities in class, stage and whole school activities in a variety of Creative & Performing Arts*

**Strategies to achieve these targets included:**

- Introduce, resource & support a school band in Years 3-6
- Increase student participation and opportunities in class, stage and whole school activities in a variety of Creative & Performing Arts including:
  - Collaborative planning of class and stage teaching & learning activities in dance, drama, music and visual arts.
  - A rotation of class and stage performance and exhibition contributions to assemblies, newsletter and the school website to enhance student feedback, school promotion & community participation.
  - Introduction of a biennial CPS Kidsmatter Concert and a biennial CPS Kidsmatter Exhibition as culminating events to showcase the outcomes from Creative & Performing Arts opportunities in music, movement, dance, drama, visual arts, fitness, health, writing, problem-solving & creative thinking initiatives and technology use.

**Strategies to achieve these outcomes in 2014:**

- Increase student participation and opportunities in class, stage and whole school activities in a variety of Creative & Performing Arts including:
  - Collaborative planning of class and stage teaching & learning activities in dance, drama, music and visual arts;
- a rotation of class and stage performance and exhibition contributions to assemblies, newsletter, school digital network and website to enhance student feedback, school promotion & community participation.
- Continuation of biennial CPS Kidsmatter Exhibition as a culminating event to showcase the outcomes from Creative & Performing Arts opportunities in music, movement, dance, drama, visual arts, fitness, health, writing, problem solving & creative thinking initiatives and technology use.
  • Continue to resource & support the two school bands in Years 3-6
  • Continue and expand participation in local and network performances and exhibitions

School priority 5 - Leadership & Management

Outcome for 2012–2014

All students and staff have planned opportunities to Learn, Lead & Succeed

Strategies to achieve these targets included:

- Commence “Everyone Can Learn, Lead & Succeed” initiative, including participation in regional programs
- Develop roles & responsibilities statements and Teacher Professional Learning Plans for all staff aligned with school plan initiatives, K-6 thinking and quality TARS/EARS/PARS processes cognizant of experience levels, accreditation requirements, career opportunities and specialist interests.
- Initiate student & class leadership actions in Kidsmatter framework.

Evidence of progress towards outcomes in 2013:

- High interest level and participation of students in leadership initiatives including SRC, School Leader & Prefect elections, Peer Mediators, Young Leaders Day, Sport roles, Fundraising activities and class based Kidsmatter activities
- Roles and responsibility statements for all staff have been developed as part of the 2013 School Plan & Guide
- Individual professional learning plans for each staff member been developed.
- Increased use of MyPL to map professional learning for all staff including the management of school based initiatives allowing teachers to meet individual TPL needs and collaborate on school plan initiatives

Strategies to achieve these outcomes in 2014

- Continue student & class leadership actions in Kidsmatter framework, SRC, Prefects, PSSA, Welfare support initiatives and extracurricular opportunities.
- Use of Great Teaching, Inspired Learning as the framework for mapping staff progression and accreditation in terms of AITSL standards.
- Develop roles & responsibilities statements and Teacher Professional Learning Plans for all staff aligned with school plan initiatives, K-6 thinking and quality TARS/EARS/PARS processes cognizant of experience levels, accreditation requirements, career opportunities and specialist interests.
- Progressive implementation of the Local Schools Local Decisions reform as the basis of new school plan formation and operation.
- Implement a Site Management Plan, including expansion of playground area, replacement of static play equipment and installation of synthetic play

Professional learning

Professional learning opportunities were provided to all staff through a range of initiatives including weekly whole-staff professional learning meetings and staff development days each term. Many staff members also attended workshops, professional learning network meetings and conferences outside school hours.

A total of $70,441.03 was spent on professional learning. This amounted to an average expenditure of $1000.00 per teacher.

Professional learning programs supported both individual goals and the 2013 school priorities.

Of major significance was training and development for the implementation of the new English syllabus for 2014. The executive team was provided with external training which they then
provided to all staff through a range of methods including co-operative planning sessions, team teaching sessions, professional learning afternoon sessions and modelled lessons. The focus of training in the area of technology was on the effective use of interactive whiteboards to support interactive learning as well as the use of iPads to support learning programs. Staff continued training in the area of student profiling and attendance using Sentral. Staff members also participated in regional professional learning projects to develop their skills in literacy, numeracy, technology, sport, Kindergarten Best Start program, supporting students with challenging behaviours and autism as well as anti-racism procedures, new scheme teacher professional learning sessions and visual arts training and development.

To develop leadership skills, executive staff attended the Primary Executive Network conference focused on distributive leadership, the state Deputy Principals’ conference and Sydney Region Principals’ conferences. Six teachers who are aspiring to substantive leadership positions attended workshops on building leadership capacity.

A number of teachers also participated in network meetings for languages, EAL/D, Learning Assistance and Library. All staff was provided with mandatory training in cardio-pulmonary resuscitation (CPR), Emergency Care, Asthma awareness, Anaphylaxis awareness, DET Code of Conduct and Child Protection procedures. Professional learning was incorporated into the Teacher Assessment Review (TARS) process giving teachers the opportunity to identify and work toward individual goals as well as training and development towards achieving accreditation in line with the National Teaching Standards.

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.

Steve Cooper -Principal
Leigh Rasmussen- Deputy Principal
Olivera Mateski- Deputy Principal
Karen Flowers- Assistant Principal
David Granger- Assistant Principal
Jenny Morrison- Assistant Principal
Alison Milner- Relieving Assistant Principal

School contact information
Carlton Public School
60 Cameron Street Bexley NSW 2207
Ph: 02 9587 3717
Fax: 02 9553 8307
Email: carlton-p.school@det.nsw.edu.au
Web: www.carlton-p.schools.nsw.edu.au
School Code: 1512

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: