Our school at a glance

Students
The school enrolment at the end of 2012 was 869, which included 465 boys and 404 girls. On average, 96.5% of students attended school each day. This was a slightly higher attendance rate than 20111 and slightly above regional and state attendance figures.

In 2012, we had 34 mainstream classes.

Staff
Carlton Public School employed a total of 72 permanent or temporary teaching staff and 9 administrative staff during 2012. A number of job share and part-time positions were necessarily established to comply with teachers’ legislated working conditions.

Significant programs and initiatives
In addition to our daily quality classroom experiences the school ran a number of programs providing increased learning opportunities for students. These included:

- An extensive Kindergarten orientation and transition program.
- A wide range of opportunities for gifted and talented students and participation in various external academic competitions.
- English as a Second Language (ESL) and support programs for students with additional learning needs.
- Community Languages programs in Chinese, Macedonian, Arabic, Maori, Greek and a Language Other than English Indonesian program.
- Student leadership and wellbeing programs including the establishment of the overarching Kidsmatter initiative, the continuation of the Student Representative Council, Peer Mediation, Theragames and Check It Out programs.
- Multicultural Education and Aboriginal Education programs.
- Sport, creative arts, public speaking and environmental education programs.
- An increasing range of technology programs.
- Reading Recovery for identified Year 1 students.
- Citizenship opportunities including Anzac Day and Remembrance Day services.
- Student participation in a range of excursions linked to teaching programs.
- Before and After School Care.

Student achievement in 2012

Literacy – NAPLAN Year 3
Year 3 students performed significantly above the National average in all aspects of literacy. They achieved particularly well in Spelling and Language Conventions.

Numeracy – NAPLAN Year 3
Year 3 students performed above the National average in all aspects of numeracy. Students performed slightly better in Measurement and Data than in Number.
Literacy – NAPLAN Year 5
Year 5 students performed significantly above the National average in Writing and Language Conventions. In reading, Year 5 students again fell short of the State Average by a small margin.

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

Messages

Principal’s message
I am pleased to provide you with the 2012 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 2013. 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 2013.

2012 was a year of significance for Carlton PS. The implementation of strategies as part of the 2012-2014 School Plan has given the school a refreshed direction that builds on the strengths, history and reputation of the school while placing renewed emphasis on improving aspects of student outcomes, broadening effective community participation and equipping the school for the demands of 21st Century schooling. This direction is underpinned by the new Carlton Public School Statement of Purpose 2012-2014.

The Statement of Purpose was introduced at the start of the year and its direction and intent have been highlighted through the success of public events, student participation and achievements, the improvements to the administration and communication within the school and the enhancement of school resources to assist the provision of quality teaching and learning.

While many of these are described elsewhere in this report I wish to highlight several:

- The commencement of Module 1 of the Kidsmatter initiative, a student mental health and wellbeing framework, featured several public events focusing on belonging and feeling included and connected to the school. The launch of Kidsmatter featured an Olympics- themed sports day, the Fathers Matter Breakfast highlighted the importance of Dads in our lives, the Kidsmatter Art & Craft Exhibition was a great way to show the visual arts talents of our students and the Movie Night was a popular way to finish the year. The enthusiastic attendances, fun, support and participation clearly demonstrated the efforts of staff and parents working together to benefit children and their families.

- The continuation of the school’s technology upgrade program has significantly increased the number and type of student learning opportunities using technology such as iPads, laptops, classroom desktop computers, interactive whiteboards, wireless access points and other digital equipment. In addition, the introduction of the Staff Laptop program meant that a much higher percentage of staff administration, cooperative planning, student reporting, class lesson preparation and delivery could be done in online environments.
The improvements to administration featured an upgrade of the central office and printing facilities, central collection and accounting of all school payments, introduction of the school-wide Pay as You Print optimization program and a significant increase in the use of the ‘Sentral’ software administration and student profiling package.

I have continued to be highly impressed 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 record 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 effective implementation of current and planned government initiatives such as:

- The Every Student, Every School initiative that has increased the amount of staffing and funding to the school to provide greater assistance to students requiring support in the areas of learning support, autism and behaviour management. [http://www.dec.nsw.gov.au/about-us/how-we-operate/national-partnerships/every-student-every-school](http://www.dec.nsw.gov.au/about-us/how-we-operate/national-partnerships/every-student-every-school)

- The implementation of the new NSW Syllabuses for the Australian Curriculum, commencing with English in 2014, and Mathematics in 2015 and the other Key Learning Areas to follow. All information about the syllabus implementation and resources can be found at [http://syllabus.bos.nsw.edu.au](http://syllabus.bos.nsw.edu.au).

- The Learning Management & Business Reform plan which will include implementation of new budgeting, planning and finance tools and an enhanced student profiling and administration package.

- The implementation of the six new NSW Syllabuses for the Australian Curriculum, commencing with English in 2014, and Mathematics in 2015 and the other Key Learning Areas to follow. All information about the syllabus implementation and resources can be found at [http://syllabus.bos.nsw.edu.au](http://syllabus.bos.nsw.edu.au).

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 regular group of parents attend our monthly meetings. In an effort to increase participation in the P&C, we introduced Parent Forums that ran during the day and focused on topics of interest to parents including Kidasmatter, school planning and NAPLAN 2012. 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.

The School Banking program continued to be very successful with over 200 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 $1 671.18, an increase of approximately $400 from the previous year. Thank you to our 2012 volunteer school banking coordinators for their dedication to this role: Nagiaa Abdelfattah, Carolynne Farrell, Paula Kairaitis, Ruth Myers, Candy Huang, Nikki Simitzis, Irene Singh and Min Zhang.

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 2012, the P&C worked alongside the school staff to support Kidsmatter at its successful launch and at fundraising events that were associated with this initiative. The Fathers Matter Breakfast to celebrate Fathers’ Day was 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. In Term 4, the Kidsmatter art exhibition was held which the P&C supported by providing a BBQ dinner.

The P&C organised many fundraising events during the year including a Mothers’ Day stall, an Easter raffle, family photos and the sale of entertainment books. 2012 saw the introduction of two new fundraising initiatives that were extremely successful both from a fundraising point of view and by increasing the involvement of the community in P&C events. A Guessing Competition was held in Term 4 with generous donations received from parents, Mr Nash Patel from The Good Guys, Castle Hill and the Commonwealth Bank. Our first Movie Night was also held at the end of the year which was well attended.

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.

The profits from P&C and the Uniform Sub-Committee are used to provide additional resources that benefit students and staff. As a result of the fundraising efforts of the P&C in 2012, a cheque for $8 000 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 2012, we were involved in petitioning the Federal Government to support the full implementation of the Gonski Review findings as well as petitioning the NSW State Government to voice our disapproval at the drastic cuts made to public education funding in our state. We also had meaningful correspondence with the Roads and Maritime
Authority (RMA), our state member Ms Cherie Burton and Rockdale City Council in order to find a solution to the ongoing issue of parking in the streets bordering our school.

Thank you to the members of the P&C Executive for their support and involvement over the past year, particularly Lauren Castan (Vice-President with the responsibility for fundraising), Naglaa Abdelfattah (Secretary) and Carolynne Farrell (Treasurer). 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 show a passion and commitment to their roles that are to be highly commended. A thank you must also go to the parents and caregivers who continue to support the school each year by participating in the various fundraising events throughout the year and attending P & C meetings.

All parents are welcome to our meetings held in the second week of the month during the school term.

Marriannen Skinner
P&C President 2012

**Student representatives' message**

Being School Captains of Carlton Public School in 2012 was a great honour and privilege. We were given the opportunity to lead the Year 6 prefect group and the Student Representative Council in many activities that have improved the school this year. We worked hard last year 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.

We had the opportunity to participate in many activities and events. During the Official Opening of the School Year and Young Leaders Day, we met the inspirational leaders, Rubin Meerman and comedian Anh Do. Our school also took part in the Anzac Day ceremony, Education Week celebrations and numerous fundraising events. On a personal note, among our highlights were the Mini Fete, where Stage 3 students raised money to be used to further improve our school; the Stage 3 Camp to Canberra and the numerous opportunities that we were given to lead the school in many assemblies this year.

Kids Matter was introduced this year and is a wonderful program for everyone. We think it has made the school a better place for learning and for providing a tolerant, accepting environment where individual differences and cultural diversity are celebrated. We really enjoyed the Kids Matter events this year, particularly the Fathers’ Day Breakfast and the Art Show and Movie Night.

We can’t believe that our time as school captains has come to an end. It was 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 shaped us into the people we are today. To Mr Cooper, for his leadership of the school in 2012: we enjoyed our many meetings with you last year.

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 2013, Jenna Blatch-Williams and Reece Watson, we wish you all the best for the year and trust that you will find the experience an enjoyable and rewarding one.

Tiyana Petrevska and Raunak Bhatia (centre) - 2012 School Captains, pictured here with Vice Captains Lucas Jeff and Emily Kakovska.

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.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>499</td>
<td>502</td>
<td>507</td>
<td>482</td>
<td>486</td>
<td>465</td>
</tr>
<tr>
<td>Female</td>
<td>441</td>
<td>453</td>
<td>440</td>
<td>427</td>
<td>430</td>
<td>404</td>
</tr>
</tbody>
</table>

Class sizes

Primary classes 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 2012 Class Size Audit conducted Monday 22nd March, 2012.

Structure of classes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KD</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KF</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KIB</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KJ</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1N</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1TM</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1/2C</td>
<td>1</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>1/2C</td>
<td>2</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>1/2J</td>
<td>1</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>1/2J</td>
<td>2</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>2HA</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>
Management of non-attendance

While 2012 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.

Staff information

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

Staff establishment

<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>28.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.945</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</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>1.512</td>
</tr>
<tr>
<td>Teacher of Community Language</td>
<td>5.4</td>
</tr>
<tr>
<td>Teacher Primary Part-time</td>
<td>1.4</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>59.729</td>
</tr>
</tbody>
</table>

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

In 2012 there were no Indigenous staff employed at the school.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.8</td>
<td>96.3</td>
<td>96.1</td>
<td>95.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>96.0</td>
<td>97.0</td>
<td>95.0</td>
<td>96.2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.9</td>
<td>96.4</td>
<td>96.9</td>
<td>96.8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>96.6</td>
<td>96.5</td>
<td>95.6</td>
<td>96.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.6</td>
<td>97.1</td>
<td>96.1</td>
<td>96.6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.8</td>
<td>96.7</td>
<td>96.2</td>
<td>96.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.7</td>
<td>96.4</td>
<td>95.6</td>
<td>96.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.0</td>
<td>96.1</td>
<td>96.6</td>
<td>95.9</td>
<td>96.5</td>
</tr>
</tbody>
</table>
Staff retention

Carlton Public School has an experienced and stable staff of permanent teachers supplemented by a high quality team of temporary staff who fulfill shorter term vacancies. Two new community language teachers joined the staff during 2012. Four permanent members of staff were promoted, transferred or retired during 2012.

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>
</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>326 879.63</td>
</tr>
<tr>
<td>Global funds</td>
<td>422 297.14</td>
</tr>
<tr>
<td>Tied funds</td>
<td>113 384.73</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>400 958.68</td>
</tr>
<tr>
<td>Interest</td>
<td>14 129.04</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15 639.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1 293 288.87</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>54 517.60</td>
</tr>
<tr>
<td>Excursions</td>
<td>37 570.58</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>223 550.68</td>
</tr>
<tr>
<td>Library</td>
<td>8 048.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>128 546.46</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>118 568.76</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>228 502.34</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>80 180.48</td>
</tr>
<tr>
<td>Maintenance</td>
<td>52 687.98</td>
</tr>
</tbody>
</table>

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

School performance 2012

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.

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 our first biennial Kidsmatter Art show with every student represented in class, group or individual artworks.

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. Last year we added six extra PSSA teams. Our resources were bolstered in 2012 with extra equipment from the Coles and Woolworths Sports for Schools program. We also received a new all-weather soccer field with artificial turf and a larger grass area due to the removal of five portable classrooms.

The highlights in sport last year included:
• Year 3-6 students participated in all Botany Bay Primary School Sports Association (P.S.S.A.) teams each week. 108 students over summer and 176 students over winter. These teams were cricket x2, netball x6, softball x8, soccer x6, Oz tag x2 and rugby League x3. In 2012 we added two extra netball junior teams, two extra boys’ soccer teams and three new Rugby league teams.
• Winter PSSA results: Junior Soccer Boys Champions, Senior Rugby League Champions, Girls Junior Soccer runners-up (and Champion School trophy).
• Summer PSSA results: Junior and Senior Cricket, Blue Boys’ Softball Junior, Blue Girls’ Softball Junior and Yellow Senior Girls’ softball semi-finalists. Senior Girls’ Blue Softball finalists and Senior Boys’ Blue Softball Champions.
The following number of students represented the school at carnivals:

<table>
<thead>
<tr>
<th>Zone</th>
<th>Swimming</th>
<th>Cross Country</th>
<th>Athletics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botany Bay</td>
<td>24</td>
<td>33</td>
<td>50</td>
</tr>
<tr>
<td>Sydney East</td>
<td>4</td>
<td>6 (2 did not attend)</td>
<td>12 (5 did not attend)</td>
</tr>
<tr>
<td>State</td>
<td>-</td>
<td>1 reserve</td>
<td>-</td>
</tr>
</tbody>
</table>

Throughout the year, 230 students participated in gymnastics lessons at Penshurst Aquatic Centre.
Trained coaches led approximately 220 students in tennis at Rockdale.
All students K-6 were involved in the “Dance2bfit” program.
All students K-6 participated in a walkathon as a fitness and fundraising activity.
One student was successful in gaining entry to Endeavour Sports High School.
The Stage 3/Early Stage 1 buddy program continued the development of fundamental movement skills in Early Stage 1 students, thanks to Mrs Howard, 6S and 6H.
Early Stage 1 participated in a gymnastics program called Bounce during Term 4.
120 Years 2-6 students participated in the School Swimming Scheme during Term 4 with the following results:

<table>
<thead>
<tr>
<th>Distance</th>
<th>Day 1</th>
<th>Day 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>non swimmers</td>
<td>52</td>
<td>8 (+1 child unassessed)</td>
</tr>
<tr>
<td>1-5 metres</td>
<td>71</td>
<td>44</td>
</tr>
<tr>
<td>6-10 metres</td>
<td>33</td>
<td>67</td>
</tr>
<tr>
<td>11-20 metres</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>25+ metres</td>
<td>0</td>
<td>13</td>
</tr>
</tbody>
</table>

A new sports storage container has been purchased and used to store equipment.
One student made the Sydney East Rugby Union team. One student made the Zone Netball team. One student made the zone Boys’ Soccer team.
K-6 had a specialist coach for cricket clinics.
Kindergarten participated in football clinics.
5 classes across the school (6H, 4/5NH, 5T, 3/4E, 3J) participated in the Global Children Challenge.
Four swimming and four athletics records were broken at our school carnivals.
We participated in the Coles Sports vouchers for schools promotion and the Woolworths Earn and Learn points. We received nearly $10 000 worth of new sport equipment in term 1, 2013 as a result.
110 students from years 3-6 participated in a five-a-side Soccer Gala Day over five sports and run by Endeavour Sports High School.
Two teachers attained Level 1 athletics coaching certificate.
One teacher was the convenor for Girls’ Softball Division 2.
Other

Debating and Public Speaking

In 2012, two Stage 3 debating teams participated in the Sydney Region Primary Debating Competition. 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.

3/4E and 5/6S represented Carlton Public School in the Poetry Object Competition. There were two finalists - Jordan in Stage 2 and Daiyan in Stage 3 who were awarded certificates by Regional Director Dr Phil Lambert.

Student Leadership

Student leadership is continually fostered at Carlton PS through formal and informal programs such as the Year 6 Prefect initiative. Over 50 Year Six students were elected prefects in 2012. The school Student Representative Council (SRC) is comprised of 52 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.

Premier’s Reading Challenge

134 students successfully completed the DET-supported Premier’s Reading Challenge in 2012. 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 56 Stage 3 students participated in the 2012 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 fourth in Division J with a score of 247 out of a possible 250, our best ever result. Eight students obtained a perfect score of 25 and were awarded an Olympiad medal. Those students with perfect scores were Damian C, Helen C, Vicky C, Jacinta D, James L, Leo L, Edward P and Yolanda Z. 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 2012. Thirty-two students were successful in gaining entry placement to a selective high school for 2013. Year 4 students sat for the Opportunity Class test in July to gain placement in Year 5 OC classes for 2013. Twenty-one students were successful in gaining positions.

Academic

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 the school name in the Find a school and select GO.

 Significant programs and initiatives

Aboriginal education

The school maintained a strong commitment to supporting Aboriginal students and embedding Indigenous perspectives across the curriculum in 2012. 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 Beatty Clan Crew.” The sessions were inclusive of traditional and modern dance, music and stories illustrated with aboriginal artifacts.

During Term One last year, 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 4 student, Madeline Ridgeway-Clarke 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 782 students requiring English as a Second Language (ESL) support. Of these students, 132 were first phase learners, 385 were second phase learners and 254 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.
- ‘Alchemy’ was imagined as a way of bringing together diverse groups of young people; celebrating a rich mix of cultural ingredients in which different ideas and art forms align to create unexpected potions and colourful cocktails. The project aimed to foster the ethos of Harmony Day through collaboration and extending students understanding of cultural diversity. Many of the students taking part in this program have 15122 transitioned from Primary to Secondary school and this project offered them a point of connection with their respective feeder schools. The project was envisaged as a dual platform event for a series of four workshops to feed creative content into a project blog site to house the work of all five partner schools.

Other programs

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 2012 which allowed our students, staff and community members to share aspects of the culture associated with each of these languages:

- The establishment of a Greek Community Language Program.
• Students representing each language program performed for Education Week at Rockdale Plaza and participated in the 2012 Education Week Open Day celebrations at Carlton Public School.
• The winning Year 6 Indonesian entry and Macedonian Years 5 and 6 entries were highly commended in the filmmaking competition for the Modern Languages Teachers Association for K-6 students.
• Students K-6 participated in the 2012 National Chinese Eisteddfod and achieved outstanding results.
• The NSW Minister’s Awards for Excellence in Student Achievement-Community Languages Schools were held at the University of New South Wales, Sir John Clancy Auditorium. Rudy Chen, who received a Commended Award for Chinese, in the Junior Section was presented with his award by the Deputy Director General of Education, Greg Prior.

Progress on 2012 targets

Target 1 - Literacy

Increase the percentage of Year 3 students achieving the two highest bands in reading from 50% (2011) to 55% (2012) and decrease the percentage of students in the two lowest bands from 8% (2011) to 6% (2012).

Increase the percentage of Year 5 students achieving the two highest bands in reading from 34% (2011) to 38% (2012) and decrease the percentage of students in the two lowest bands from 23% (2011) to 16% (2012).

Our achievements include:

• The percentage of Year 3 students achieving the two highest bands in reading rose from 49.6% (2011) to 53.3% (2012) just short of the 55% target.
• 73% of Year 3 students achieved in the top two bands in Writing.
• 85% of Year 3 students achieved in the top two bands in Spelling.
• 81% of Year 3 students achieved in the top two bands in Grammar & Punctuation.
• Year 5 girls have improved by 21 scale scores from 2011 data in the area of Spelling.

Target 2 - Numeracy

Increase the percentage of Year 5 students achieving in the bands 5 and 6 in measurement, data and space and geometry from 42% (2011) to 46% (2012) and decrease the percentage of students in the two lowest bands from 21% (2011) to 17% (2012).

Our achievements include:

• 47% of the Year 3 students achieved Band 5 or above in NAPLAN numeracy
• Both boys and girls in Year 3 performed above the state average in NAPLAN numeracy (boys +30, girls +26)
• 48% of Year 5 students achieved in the two highest bands in NAPLAN measurement, data and space and geometry
• 42% of Year 5 students achieved in the two highest bands in NAPLAN number, patterns and algebra.

Target 3 - Technology in Learning & Administration

Improved student learning outcomes resulting from technology applications in learning & administration.

Our achievements include:

• Completion of installation of interactive whiteboards in all classrooms.
• All staff have received laptops for use in administration, programming, lesson delivery, assessment, data collection and reporting.
• Completed the installation of a wireless connectivity solution as the backbone of technology use by all students and staff.
• A class set of iPads purchased and in use, as the start of mobile technology use by staff and students across all Key Learning Areas.
• Upgrade of hardware and access to quality printing capacity through the implementation of the Pay as You Print Optimisation program.

Target 4 - Creative & Performing Arts

100% of students benefit from increased planned opportunities and skill development in Creative and Performing Arts.

100% of students participate in and contribute to biennial school concert and exhibitions. Targeted group of students develop appropriate skills for participation in school band.

100% of students have opportunity to nominate for participation in district, regional and community creative and performing arts events.

Our achievements include:
• 100% student participation on the Biennial Kidsmatter Art Show.
• Continuation and increased participation in district and regional performances and exhibitions including: St George Performing Arts Festival, Regional Dance Festival, Create East, Create South, Koori Art, White Ribbon.

• Development of School Band policy, selection of Band provider and purchase of instruments for band for 2013.
• Increase student participation and opportunities in class, stage and whole school activities in a variety of Creative & Performing Arts.

Target 5 - Student Well-Being & Community Participation

Improved student learning outcomes resulting from technology applications in learning & administration

Our achievements include:
• Development of a School Statement of Purpose that describes and symbolises the planned direction, values, targets and initiatives that the school will pursue in the planning period.
• 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.
• Implementation of Kidsmatter initiative Module 1- Positive School Community.
School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012, our school carried out evaluation of Student Wellbeing & Community participation as identified in the 2011 Annual School Report.

Student Wellbeing & Community participation

Background

Information about Student wellbeing, community participation, whole school direction, community attitudes and parent participation was sought through a variety of methods including: Student, staff and community surveys, personal interviews, parent and staff forums and discussion groups.

Findings and conclusions

Parents’ survey on Student Wellbeing & Community Participation indicated:

Kidsmatter Initiative

95% of parents surveyed had an overwhelming positive response to school activities planned for the Kidsmatter initiative. The launch was an exceptional success with students and parents involved in our Olympics day. The Father’s Day breakfast was extremely successful with record numbers of fathers joining in activities planned for the morning. The Biennial Kidsmatter Art show had every student represented with individual, group or class artworks and more than 2000 people visited the show over the two days. The Outdoor Movie night had a positive impact on parents, who indicated an increase in community connectedness and inclusivity.

Chinese 1-2-3 Magic Parenting Workshops

69% of parents strongly agreed and 31% agreed that they had acquired new parenting skills to support their children at school while 100% gained a better understanding of the educational differences between the Australian Public and Chinese Education systems. 92% of parents gained understanding of emotional coaching and practical tips for its application in family life. 100% of parents involved in the project would like future opportunities to attend parenting workshops and be given more time for in-depth communication to discuss any educational questions that may arise.

Students’ survey on Student Wellbeing & Community Participation indicated:

Students indicated high agreement with the following statements: Kidsmatter has more families involved in day-to-day school life, staff values the contribution of individuals and groups, the school ensures that everyone is treated fairly, the school is always looking for ways to improve what it does, and teachers are open to new ideas and to discuss ways to improve students’ learning.

Staff survey on Student Wellbeing & Community Participation indicated:

Staff indicated an overwhelming response (95%) to maintain current school programs and initiatives such as Kidsmatter - launch & Art
Show, Mathletics, Maths Olympiad, Accelerated Reader, Peer Mediation, Theragames and Dance 2Bfit. All staff indicated that they benefit and value the collaborative planning for school improvement organisation each term.

Future directions

The response indicated the continuing need of close communication with parents and students on ways to enhance student learning in the school by: continuation of the Kidsmatter initiatives with the Biennial Concert in 2013, extend to Kidsmatter Mother’s Day activities; and increased opportunities for parents to participate in culturally specific parenting workshops.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Alchemy

Year 6 students at Carlton Public School and Althelstane Public School were involved in the ‘Alchemy’ project with students from Kogarah High School, Moorefield Girls High and Woniora Road School. The students completed pre- and post- evaluations. These evaluations demonstrated students involved in ‘Alchemy’ had truly diverse cultural origins with a total of 22 languages spoken other than English. 87% extended their understanding of cultural diversity, 93% broadened their experiences with differing art forms and 100% were engaged in collaborative artistic processes.

“It was probably the best artworks that I have ever done. I hope Shopfront can continue with these artworks and arts and crafts with more children from around the world.” Year 6 student.

“Loved all the workshops. They let me really express my creative ability. I especially loved the storytelling workshops with the camcorders. I also loved being in a group of students from different schools.” Year 10 student Moorefield Girls High School.

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. Many staff members also attended workshops, professional learning network meetings and conferences outside school hours. A total of $36,104.11 was spent on professional learning. This amounted to an average expenditure of $612 per teacher.

Professional learning programs supported both individual goals and the 2012 school priorities.

Of major significance was the introduction of the Kidsmatter student wellbeing initiative. The staff team was provided with external training which they then provided to all staff and some parents.

The focus of training in the area of technology was on the use of interactive whiteboards, use of Notebook 10 software to support interactive
learning and use of the student profiling and attendance tool Sentral.

Staff members also participated in regional professional learning projects to develop their skills in literacy, numeracy, technology, sport, implementing the Kindergarten Best Start program, supporting students with challenging behaviours and autism as well as anti-racism procedures and visual arts.

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, ESL, Learning Assistance and Library. All staff were 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.

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

Outcome for 2012–2014

Improved Literacy outcomes for all students

2013 Targets to achieve this outcome include:

- 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).

Strategies to achieve these targets include:

- Implement the K-12 Literacy Policy and support materials to guide teaching and improve student literacy achievement.
- Use of the English K-6 planning matrix to establish and develop a whole school literacy context.
- Deputy Principal oversight of K-6 literacy planning, implementation & evaluation.
- Provide a framework of student achievement expectations in each grade/stage for all aspects of literacy development.
- Timeline of strategy implementation determined annually.
• Develop shared understanding of and support for the implementation of quality literacy teaching sessions: inclusive of Balanced / Integrated / Systematic / Explicit teaching elements
• Explicit teaching of super six comprehension strategies & vocabulary development as well as phonics & phonemic awareness strategies based on the elements of the Quality Teaching Framework.

School priority 2 - Numeracy

Outcome for 2012–2014

Improved Numeracy outcomes for all students

2013 Targets to achieve this outcome include:
• 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)

Strategies to achieve these targets include:
• Establish assessment guidelines, timelines and practices that allow for assessment of student achievement against grade / stage expectations inclusive of consistent teacher judgement strategies.
• Implement the K-12 Numeracy Policy and support materials to guide teaching and improve student numeracy achievement.
• Develop a shared understanding of and support implementation of quality numeracy teaching sessions. Balanced/Integrated/Systematic/Explicit
• Provide a framework of student achievement expectations in each grade/stage for all aspects of numeracy development. Deputy Principal oversight of K-6 numeracy planning, implementation & evaluation.

School priority 3 - Student wellbeing & Community Participation

Outcome for 2012–2014

2013 Targets to achieve this outcome include:
All children are healthy, safe, engaged, supported and challenged.

Strategies to achieve these targets include:
• A revised School Communication and Promotion Policy and Plan will be developed to encompass all aspects of effective communication with the local community, inclusive of:
  - Use of contemporary promotional materials and an online presence that publicises the School Statement of Purpose, school programs, initiatives and student achievements effectively.
  - Revised school imagery, key messages, banner statements and school profile information
- Enhancement of the school website, newsletter and local media presentations
- Creation of an effective, positive, well-managed online presence thorough use of social media tools
- Quality customer service interactions by all staff in school contexts.
- Digital communication signage in use at school venues and on the school network.
• Introduce a revised K-6 daily fitness program
• Continuation of the implementation of the Kidsmatter Primary Framework – a whole school student wellbeing and mental health strategy.
  The four components of the Kidsmatter framework will be introduced progressively and interwoven to guide all aspects of student development:
  - Positive School Community
  - Social & Emotional Learning for all Students
  - Parenting Support & Education, and
  - Early Intervention for Students Experiencing Mental Health Difficulties

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 include:
• 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.

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 include:
• 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.
**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: