2010 Annual School Report
Carinda Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

Our enrolment at the end of 2010 was 23, which included 7 boys and 16 girls. The school year began with one multi-stage class of K-6. At the beginning of Term 2 we received Small Schools’ Staffing Supplementation, which allowed us to employ a second teacher and create two classes. This worked extremely well for students, staff and families.

Front view of school

Staff

During 2010, two teaching staff members were employed. They were a full-time teaching principal, and a teacher/librarian providing RFF one day a week, as well as four days classroom teaching. Three support staff members were employed; a general assistant worked one day per week, the School Administration Manager (SAM) worked two and a half days per week, and a School Learning Support Officer was employed seven hours per week. All teaching staff met the professional requirements for teaching in NSW public schools.

Staff 2010

Significant programs and initiatives

CAP (Country Areas Program)

The school is a Country Areas Program (CAP) school and receives significant funding, which allows students to overcome geographical isolation to access curriculum based learning activities.

CAP funds provided the opportunity for preschool children to attend a Kindergarten Orientation Program, during Term Four. This allowed children to become familiar with the formal school setting, as well as providing staff an opportunity to begin informal assessments and planning for 2011.

We travelled to Lake Keepit to attend the Small Schools’ Sport and Recreation Camp. The students gained many new skills while participating in the wonderful range of activities, with students from other small schools.

Students travelled to Quambone PS to participate in Poetry, ‘Jump Rope for Heart’ and the ‘Trash to Fash’ days. We also travelled to Marra Creek PS to attend a music day with the group ‘The Junes’; and attended the Musica Viva performance in Coonamble. All students participated in the Small Schools’ Knockout Touch Football Competition in Nyngan, where we played Hermidale PS.

CAP funding allowed Year Five and Six students to attend Leadership events held in Tamworth and Sydney.

These excursions allowed our students to socialise with children of a similar age, while taking part in a variety of curriculum based activities not normally available to them, due to geographical isolation.

We continued to use CAP funding to implement the Reading To Learn Program. This program has been well received by staff, students and parents and will continue in 2011.

Students enjoy CAP funded activities
Quality Teaching
The school continued its involvement in the Castlereagh Connected Learning Community, a Quality Teaching program involving a group of small schools (Carinda, Quambone, Gwabegar, Tooraweenah, and Gulargambone). Staff met to develop programs appropriate for our small group of schools, with a focus on incorporating the QT framework. We will continue to work closely with these schools as a learning community, attending excursions and workshops aligned with common programs. This close alliance with small schools has helped students by strengthening and forming new friendships in our local district, as well as staff, by developing a strong professional network with a focus on Quality Teaching.

Asthma Friendly School
We continue to be accredited as an Asthma Friendly School, with the majority of staff trained in asthma awareness. We participated in the Asthma Awareness Day with students and staff attending school in their PJs. Students then participated in learning activities, with the Community Health Nurse (Rachel Lamph), to help raise awareness of the dangers and management of asthma.

Asthma awareness day

Student achievement in 2010
Confidentiality requirements prevent information being provided in this report about these results. Parents are advised individually of these results.

Messages

Principal’s message
Carinda Public School is a small school in an isolated rural community 100 kilometres NW of Coonamble and 70 kilometres SW of Walgett. Dubbo is Carinda’s nearest major town, which is 300km south following the Macquarie River.
All students are valued members of the school and are provided with every opportunity possible to achieve their full potential. Our school motto, *Respect, Endeavour and Participation* is evident in the contributions made by staff, parents, students and the wider community.

The support of the parents and wider community has been a key factor in our successful year. This is evident in the day-to-day workings of the school, with the parents and community involved in all school events, including sporting activities and carnivals, excursions, canteen, assemblies, Book Fair, and Presentation Night. The established lawns and gardens continue to thrive thanks to determination and hard work by staff, parents and community members.

Each year staff and students are involved in the preparation and running of the ANZAC Day ceremony. This year both staff and students recited poetry and readings to commemorate this important day in our calendar. The Biggest Morning Tea was held at the school and was run by local community members. This event, as always, raised much needed funds to support cancer research. Carinda Public School is supported by the Country Areas Program (CAP). The purpose of this program is to improve the educational outcomes for students in isolated rural areas.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mrs Catherine Hatton, Principal

Learning about technology with Mrs Hatton
**P & C message**

In 2010 the P&Cs main initiative was our children’s education and working with the school to provide funding and resources where needed. Fundraising activities throughout the year included a Pie Drive, ‘Sock-It-To-You’, Gift Card Packs and a Christmas raffle. We received a donation from the Walgett Bushman’s Charity Rodeo for assisting with the barbeque on the day.

We also received a volunteer grant from FaHCSIA, which was used to purchase a portable shelter. With the help of parents and children a very successful stall was held on Election Day, selling cakes, tea, coffee and plants. The P&C hosted the Community Christmas Tree, which was a very successful evening enjoyed by the local community. Both the Infant and Primary excursions were subsidised by P&C making it more affordable for families, especially families with multiple children at the school. We supported ‘Book Week’ by purchasing a book for each child at school to encourage their love of reading. Each year P&C provide school accident insurance for each child and makes a donation to the Royal Far West School, this year was no exception.

Once again the school and wider community have been very supportive of P&C, working with us by continuing to help with our fundraising efforts. I would like to thank our parents and friends for always supporting raffles and providing cakes and slices when needed. I would also like to thank the children who lend a hand working on stalls and selling raffle tickets.

**Toni Woods, P & C President**

**Student representative’s message**

Throughout 2010 Carinda Public School students were involved in many events and activities.

These included the District, Zone, Regional and State swimming and athletics carnivals. We participated in our local swimming carnival in Coonamble. Carinda and Quambone students had a great day competing in the pool, Carinda won the day with the most points. We also participated in the athletics carnival in Quambone, with many Carinda parents supporting students throughout the day. Quambone was successful in gaining the most points. Students qualified to compete at zone and regional levels and later at state level in both swimming and athletics. The Netball Challenge for primary girls, which was held in Coonamble, was also a wonderful experience. We travelled to Nyngan to participate in the ‘Small Schools’ Knockout’ touch football competition, all students participated and it was a great day.

Our excursion to Lake Keepit was a lot of fun. The Infants joined the primary students for three days, and some parents came along. We met new people and participated in fantastic activities such as canoeing, rock climbing, kayaking, cook outs, navigation, and low ropes course.

**Lake Keepit excursion**

The Year Five class travelled to Tamworth, with Mrs Hatton, for the Impact Leadership Conference; while the Year Six students travelled with BWOSDE (Bourke Walgett School of Distance Education) to Sydney to attend the Halogen Foundation Leadership Conference. These activities helped us learn how to be better leaders in our school and at home. Year Five and Six students attended the ‘Vibe Alive Youth Festival’ held in Moree, where we had lots of fun performing a dance on stage, learning about Aboriginal culture and art, as well as meeting other school children from all over NSW.
The Life Education Van was held at Carinda and we invited Quambone PS to come along for the day, we learned about our bodies and how to stay healthy. Students also participated in the "Bulldust to Bitumen" art show and a few lucky students had their work selected to be displayed in the art show. We entered school work in the Walgett and Coonamble shows, with many students receiving prizes and awards as well as having a good time and a lot of fun preparing our work.

‘Trash to Fash’ Day


Infants enjoy Book Fair

We had a wonderful prac teacher from Wollongong University, Miss Maric who came to our small school for five weeks. She had been studying for three years, and her last few weeks with us was her last prac, and she did very well. Carinda PS has yet again had a wonderful, busy and fun year. I wish my fellow friends and classmates all the best for 2011 and beyond.

Grace Woods, Year 6, School Captain.

School Context

Student Information

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

Student enrolment profile

The enrolment figures at December 2010 were 23 students: 7 boys and 16 girls. Whilst enrolments have remained steady over the past few years, 2010 showed an increase and it is anticipated this trend will continue with quite a few local families with young children choosing to remain in the district.

Student Enrolment

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>8</td>
<td>11</td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

Table 1 & 2: Enrolments 2006 - 2010

A visit from the Regional Director (Carole McDiarmid) and the School Education Director (Michael Cronk)
Table 3: Student attendance rates 2007 – 2010

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>K</td>
<td>84.1</td>
<td>77.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>96.7</td>
<td>89.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>92.8</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>90.6</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>94.2</td>
<td>89.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>94.8</td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>93.9</td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>95.3</td>
<td>92.3</td>
<td>89.7</td>
</tr>
</tbody>
</table>

| Region | K | 92.6 | 92.6 |
| | 1 | 92.1 | 92.3 |
| | 2 | 92.3 | 92.3 |
| | 3 | 92.2 | 92.4 |
| | 4 | 92.4 | 92.4 |
| | 5 | 92.3 | 92.4 |
| | 6 | 92.2 | 92.2 |
| Total | 92.0 | 92.2 | 89.9 | 92.4 |

| State DET | K | 94.3 | 94.7 |
| | 1 | 93.7 | 94.2 |
| | 2 | 94.0 | 94.4 |
| | 3 | 94.1 | 94.5 |
| | 4 | 94.0 | 94.5 |
| | 5 | 94.0 | 94.4 |
| | 6 | 93.6 | 94.0 |
| Total | 94.0 | 94.1 | 92.1 | 94.4 |

Table 4: Student Attendance Profile

The student attendance tables indicate attendance rates for each year level, as well as the total attendance percentages at Carinda PS, compared to State and Region, over the past three years.

Kindergarten had the lowest attendance this year, due to many students suffering illness throughout the winter months, as well as one family whose circumstances took them away from the district for a long period of time. As well Kindergarten, Year One and Year Four attendance is low due to 50% of students living on impassable roads during times of wet weather. It is interesting to note the wonderful attendance rate (95.1%) of the Year Five and Six students, which is well above regional and state levels.

Management of non-attendance

Attendance at Carinda PS has been above Regional and State averages over the last two years. During 2010, however the averages have dropped to below Region & State averages by 2.7% and 4.7% respectively. 2010 was a remarkably wet year for the Carinda district; it is worth noting that the majority of absences recorded at Carinda PS are due to impassable roads, during wet weather, and student illness. The school emails/faxes set work to isolated students, when roads are impassable. A reward system is also in place to encourage and reward good attendance; this includes recognition throughout the year, as well as an annual award for the student with the best attendance record. 2010 award was presented to Lexie Kinsela (Yr 5) with only 2 days absent throughout 2010.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible. The following table shows class sizes as reported at the 2010 class size audit conducted on Wednesday 17th March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total Year</th>
<th>Total Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDERGARTEN</td>
<td>K</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>YEAR ONE</td>
<td>1</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>YEAR TWO</td>
<td>2</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>YEAR THREE</td>
<td>3</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>YEAR FOUR</td>
<td>4</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>YEAR FIVE</td>
<td>5</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>YEAR SIX</td>
<td>6</td>
<td>3</td>
<td>23</td>
</tr>
</tbody>
</table>

Table 5: Student class profile
One multi-stage class operated throughout Term One 2010. This class consisted of 23 students from Kindergarten to Year Six. At the beginning of Term Two the classes were split into a K - 3 class, taught by Mrs Woodhill and a Yr 4 – 6 class, taught by Mrs Hatton. The new structure of classes was formed when we received extra funding in the form of Small Schools' Staffing supplementation, as well as a small amount allocated from the Western Regional Director, Mrs Carole McDiarmid. This new class structure was very well received by students, staff and parents, as it allowed a more equitable and manageable student/teacher ratios.

**Staff information**

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

The school had one full-time teaching principal (Mrs Hatton) and a classroom teacher (Mrs Woodhill) one day per week at the beginning of the year. Using global funds, as well as the Small Schools’ Staffing Supplementation and funding from the Regional Director for staffing, we were able to employ the classroom teacher five days per week. The teaching staff were supported by an administrative manager (Elizabeth Caton) two and a half days per week and a general assistant (Garry Wilson) one-day per week. The school used global funds to employ a School Learning Support Officer (Rebecca McLellan) seven hours per week. We are lucky enough to have a GA and a wonderful cleaner (Helen Weber) who keep the school and grounds neat and tidy. This year Helen was nominated and recognised for her wonderful work with an award from ISS cleaning service.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>FT</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>3 d/w</td>
</tr>
<tr>
<td>Classroom Teacher (school funded)</td>
<td>2d/w</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>2 h/w</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>1 h/w</td>
</tr>
<tr>
<td>School Administrative Staff</td>
<td>2.5 d/w</td>
</tr>
<tr>
<td>Learning Support Staff (school funded)</td>
<td>7 h/w</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1 d/w</td>
</tr>
</tbody>
</table>

Table 6: Staff establishment

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There were no indigenous staff employed at Carinda PS during 2010.

**Staff retention**

The proportion of teaching staff retained from 2009 was 100%. Mrs Hatton has been in the role of Principal since 2007 and Mrs Woodhill has taught casually at Carinda PS for many years and is now employed on a temporary FT basis.

**Teacher qualifications**

All teaching staff met the professional requirements for teaching in NSW public schools. All teaching staff are qualified to teach and hold the relevant degrees necessary for these professional requirements.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>50%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50%</td>
</tr>
</tbody>
</table>

Table 7: Teacher qualifications

*Mrs Woodhill assisting Chloe*

*Mrs Hatton working with Year Five*
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>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>79,704.47</td>
</tr>
<tr>
<td>Global funds</td>
<td>46,453.71</td>
</tr>
<tr>
<td>Tied funds</td>
<td>21,790.88</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>12,247.04</td>
</tr>
<tr>
<td>Interest</td>
<td>3,927.53</td>
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<tr>
<td>Trust receipts</td>
<td>1,688.46</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>86,107.62</strong></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>8,806.66</td>
</tr>
<tr>
<td>Excursions</td>
<td>5,867.30</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>2,422.36</td>
</tr>
<tr>
<td>Library</td>
<td>13.48</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2,368.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>26,970.05</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
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<tr>
<td>Administration &amp; office</td>
<td>18,557.97</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4,797.40</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3,732.42</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3,144.55</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>76,680.20</strong></td>
</tr>
</tbody>
</table>

| Balance carried forward    | **89,131.89** |

Table 8: Financial summary

The total income for 2010 was $86,107.62 and the school carried forward a figure of $79,704.47 from the previous year, of which $12,026 was Investing in Our Schools Program and $1,247 was Country Areas Program tied funds. School and community funds came primarily from general school contributions, commissions, P&C and non P&C donations, Kid’s Committee and the Carinda Comment (a school based community magazine). Interest was earned on the term deposit and cheque account. Trust receipts included income from fundraising with expenditure being payouts to charities. Utilities covered the running costs of the school such as phone, electricity, water and waste. The major items of expenditure in the Education Programs were Key Learning Areas which are faculty budgets; these were spent on teaching resources, classroom supplies, student text books, and casual salaries. T&D (Training and Development) and TPL (Teacher Professional Learning) tied funds were spent on improving teacher effectiveness, through professional development costs, including course, accommodation and travel components. Other tied funds such as CAP (Country Areas Program), LAP (Learning Assistance Program) and SAS (Student Assistance Scheme) were spent on designated programs to improve student engagement and learning in the classroom as well as enable students to attend curriculum based excursions. Administration and Office consisted of requisition of school and office supplies, as well as Principal Administration relief days. The financial summary indicates an amount of $89,131.89 will be carried forward to 2011. This amount includes a substantial amount of tied funds, including IOSP (Investing in Our Schools funds) which will be used to further develop the ‘Grounds Beautification Project’, fixing drainage problems, upgrading outdoor furniture as well as other grounds maintenance issues. Other tied funds carried forward include SAS (Student Assistance Scheme) and Drought Assistance, which will be used to assist students accessing curriculum based excursions and sporting events. A Premier’s Sporting Challenge Grant is also included in the carry forward figure and has been ear tagged for sporting equipment ordered during the 2010/11 Christmas holiday period. The carried forward figure also includes unpaid casual salaries and provision for asset replacement.

A full copy of the school’s 2010 financial statement will be tabled at the annual general meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Carinda PS students were fortunate enough to participate in a wide variety of curriculum based learning activities, both in the classroom and while attending excursions to various places.

Achievements

Arts

Carinda PS students enjoyed participating in all areas of Creative and Practical Arts throughout 2010.

Students participated in drama performances at Book Fair, Assemblies and Presentation night. All students dressed up as their favourite book character and enjoyed portraying their character in front of many visitors who attended our Annual
Book Fair. On presentation night the audience was entertained by the Infant students performance of ‘The Very Hungry Caterpillar’; followed by the Primary students’ performance of Roald Dahl’s Revolting Rhymes – Cinderella and Roald Dahl's Dirty Beasts – ‘The Pig’. The whole school choir completed the evening with the beautiful lullaby ‘I see the moon’ by The Mudcakes; they were supported by two Year Five girls, Zita Lamph and Emily Woods strumming their guitars. Staff, parents, families and many community members enjoyed the performances.

Students have also created many art and craft items to celebrate Easter, Mothers’ Day, Fathers’ Day and Christmas. Students have entered a variety of art and written work in the local Walgett and Coonamble Shows, with many students receiving awards for their efforts. The students also participated in the Walgett Shire’s ‘Waste to Art’ competition, where Tayla Pennell and Isabel Lamph were awarded certificates for first place in the K-2, 2D and Yr 3-6, 3D sections respectively. Amanda Gough, Isabel Lamph, Zita Lamph and Grace Woods also had artwork chosen to for the Walgett district ‘Bulldust to Bitumen’ art exhibition.

All students entered art work and/or writing in the ‘Special Forever’ Project; to raise awareness and celebrate the beauty of the Murray-Darling River system. Brodie Caton, Meg Caton, Isabel Lamph and Zita Lamph had work selected for the Special Forever Book. A digital story created by the whole primary class was chosen for inclusion in the 2010 publication of student work. The digital story ‘Danger Down Under’ was based on the research carried out by students to complete information reports on animals which live in the unique wetland close to our town – The Macquarie Marshes.

Once again we participated in Musica Viva. This year the performance was ‘Prospero's Island’, an opera style musical based on a play by Shakespeare (The Tempest). Mrs Hatton attended the professional development course in Nyngan, to learn the basics about the opera in order to implement the program. Students were involved in learning about the group who would perform the opera (Sounds Baroque), the music, songs and instruments. Staff and students travelled to St Brigid’s Catholic School in Coonamble for the performance. They thoroughly enjoyed the performance and were able to participate fully using their knowledge of the opera, music, instruments and the story behind the performance. CAP funding allowed us to be involved in this activity and will allow us to participate in Musica Viva in the future.

All students travelled to Marra Creek PS to participate in a CAPA (Creative and practical arts) day, which included a performance by ‘The Junes’. Students gained knowledge about a variety of musical instruments including the double bass, drums, electric guitar and many others. They were later invited to play some of the instruments. It was a most enjoyable day for all students and staff who attended.

Sport

Carinda PS students participated in regular morning sessions of physical education as well as regular Friday afternoon sport.

Students participated in district swimming, athletics and cross-country carnivals throughout the year, as well as the Department of Sport and Recreational Primary Girls’ Netball Challenge and Small Schools’ Touch Football Competition which was held in Nyngan.
Swimming was a major focus during the summer months and two qualified Austswim instructors were employed to provide water confidence - safety and stroke correction for all students. The Combined Schools’ Swimming Carnival was held in Coonamble between Quambone and Carinda. Carinda won the carnival. Jack Lamph, Brodie Caton, Grace Woods, Zita Lamph, Emily Woods, Mackinley Codrington, William Fullerton, Isabel Lamph, Harry Fullerton, Phoebe Lamph and Charlie Veech went on to compete at the Zone Swimming Carnival, held in Coonamble. Carinda PS won the carnival with Jack Lamph awarded Senior Boy Champion. William, Isabel, Grace Jack, Phoebe and Zita qualified to represent the school at Regional level in Armidale. Grace, Isabel, Jack and Zita then qualified for the State PP6 Schools (4 x 50m) freestyle relay. Jack was also selected to compete in two individual events (50m butterfly and breaststroke). The relay team came third in the final of the Earl McGee PP6 relay for small schools, taking 10 seconds off their PB. They competed proudly and enjoyed the experience immensely.

The Combined Schools’ Athletics Carnival was held in Quambone this year and despite the fact that it was a miserable, cold day; the children competed with great enthusiasm and sportsmanship. Quambone PS were the winners on the day. The Zone Athletics Carnival was cancelled due to wet weather, and regional participants were selected on their times, heights etc. recorded at Quambone. Jack Lamph, Zita Lamph, Brodie Caton, Lexie Kinsela, Isabel Lamph, Mackinley Codrington and Phoebe Lamph were selected to represent their school at the Regional Athletics Carnival held in Tamworth. The PP6 relay team, Brodie, Jack, Lexie, and Zita later went on to compete at the State Athletics Carnival, which was held at Homebush Stadium. They were placed fifth in the final of the PP6 relay (Norm and Elizabeth Austin trophy) behind our local school, Quambone PS, who came in second.

The District Cross Country was once again held in Quambone, Phoebe Lamph, Brodie Caton, Isabel Lamph, Zita Lamph and Lexie Kinsela qualified to go on to compete in the Regional Cross Country held in Coolah.

The Year 3 – 6 girls travelled to Coonamble to participate in the Primary Girls’ Netball Challenge. Rachel Lamph coached the girls for a number of weeks before the challenge. On the day they were supported by Richelle, Rachel and Kim who were very impressed with the girls’ efforts.

Jack Lamph was selected as part of the squad of 22 boys to represent North West Rugby Team. He travelled to Wagga Wagga to participate in the NSW State Rugby Trials.

Overall Carinda had a very successful year in the pool, on the track and on the sporting fields.

Other

Students participated in the Premier’s Reading Challenge this year and the following students received recognition for their efforts in reading during the PRC. Phoebe Lamph, Isabel Lamph, Mackinley Codrington, Emily Woods, Grace Woods and Zita Lamph

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

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

Yr 3: from Band 1 to Band 6 (highest for Year 3)
Yr 5: from Band 3 to Band 8 (highest for Year 5)
Literacy & Numeracy NAPLAN Yr 3 & Yr 5

Only two students sat for the Year 3 NAPLAN in 2010. As a result, information about these results cannot be provided here.

Only five students sat for the Year 5 NAPLAN in 2010. As a result, information about these results cannot be provided here.

Progress in literacy and numeracy

Interpretation of NAPLAN data in the area of progress in literacy and numeracy is unavailable due to the small size of the Year groups. Comparison with state wide trends or previous school results is also unreliable.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

The percentages of our students achieving at or above these benchmarks cannot be reported publicly due to the small size of our cohorts and the privacy legislation.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

The percentages of our students achieving at or above these benchmarks cannot be reported publicly due to the small size of our cohorts and the privacy legislation.

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are incorporated into most key learning areas, particularly English, human society and its environment (HSIE) and creative arts. Staff members are committed to ensuring that all students develop an understanding and appreciation of the history and culture of Aboriginal people. Year 5 & 6 students attended the Vibe Alive Festival, held in Moree, where they participated in a variety of Aboriginal cultural activities, which included history, art and dance.

Multicultural education

Units of work, which help students develop an understanding of other cultures, are planned and implemented as part of programs in human society and its environment (HSIE). All staff members are aware of, and teach about anti-discrimination in everyday activities.

Respect and responsibility

At Carinda PS, students are taught to respect each other, adults (staff and parents) and property (personal and school property). We also encourage students to become increasingly and progressively responsible for their own belongings and actions. All students are included in classroom rosters to help them learn about responsibility, both in the classroom and school grounds. These include plant watering, bell ringing, handing out books, collecting pencils, as well as keeping the sports room, maths resource room, computer area, library and sink areas tidy. Student leaders are responsible for running school assemblies throughout the year and are also responsible for raising and lowering the flag each day. Carinda PS participated in the local ANZAC Day Service, where all students wore full school uniform and performed a reading on the day. Year 5 and 6 students attend Leadership conferences to help raise awareness of respect, responsibility and leadership.

Connected learning

During 2010 we continued to work with the Castlereagh Connected Learning Community (CCLC), which includes the small schools Carinda, Gwabegar, Tooraweenah, Gulargambone and Quambone. The CCLC met on a number of occasions to develop COGs (Connected Outcomes Groups) units of work, relevant to our local area. We accessed the
Connected Learning Coach (Tina Fletcher) to assist in establishing an on-line sharing space (Wiki) where we could share student work samples, photos, and other learning material relevant to our units. However due to a reshuffle of the School Education Groups at the end of 2010, Carinda PS now belongs to the Bourke SEG; this will have an impact on our involvement with the Warrumbungle SEG small schools and the CCLC.

During 2010 Carinda PS was fortunate enough to be upgraded to broadband speed Internet. Both staff and students have noticed a marked improvement in the increased engagement of students when using the internet to access information and participate in on-line individual and collaborative learning activities. Year 4-6 participated in a class Blog throughout the year, where students entered interesting comments and feedback to posts by Mrs Hatton on units or topical issues. All students were registered for Mathletics, a curriculum based on-line learning space, where students complete maths activities to reinforce the concepts covered in their classroom learning. All students were also registered to use the Class Glogster account, where they are able to create on-line posters as using a wide variety of creative tools. The students love this Web tool and use it to record and publish information reports, book reviews and so on, which they can then share with their class and teacher.

We also had a Video Conference facility installed during Term Four, which allowed the students to VC into Santa’s toyshop, with other small schools. This activity was a lot of fun. We are looking forward to using this facility to access expert facilitators, connect with other classrooms, enhance classroom learning, as well as access professional learning events in the future.

We have a student who accesses programs through the Royal Far West online classroom, by logging into the program RFW tutors deliver the MULTILIT program using webcam and audio facilities. The student and the RFW tutor can see each other on their computer screen and talk to each other while doing the activities. This program has proved very successful for this student showing improved results in reading.

**Other programs**

Carinda PS is a CAP (Country Areas Program) school, receiving a substantial amount of funding to assist students in overcoming geographical isolation. This funding is used to access curriculum based learning activities not available in our local area. Some of the activities include Musica Viva, Poetry days, Sport and Recreation, Drama and Vibe Alive.

During 2010 Carinda PS hosted an eBook workshop, Meg Parsons (iTeach21) travelled from Dubbo to run the workshop. Marra Ck PS students came along as well. Meg taught the students how to use their pictures and words to create an eBook, using creative tools on the classroom laptops. All students from Kindergarten to Year 6 participated and created individual eBooks, which they later showcased at an end of term assembly. All students participated in the community ANZAC ceremony. This has become a tradition at Carinda PS, and students are happy to assist with the activities. This has raised awareness of the importance of remembering those who fought/fight to protect our freedom.

The BER (Building the Education Revolution) work was completed during 2010, with a covered walkway installed to the toilet block, as well as a covered shelter over the stairway to protect students and staff from the rain, while accessing the classrooms/offices. The classroom was also upgraded with new carpet, computer desks, and roller blinds.

**Progress on 2010 targets**

Our school has established target areas for 2010 with the aim of achieving excellence in education and training outcomes for all students, improving the transition through school, and providing the skills and values for personal growth and social cohesion.
Targets for 2010

Target 1
To increase by 10% the number of questions correct, as shown in the item analysis, relating to Fractions and Decimals in the NAPLAN for Years 3 and 5.

Our achievements include:

- This target was not achieved, and will therefore continue to be a focus in the classroom.
- It is worth noting, however, that all students in Year 3 & 5 achieved above the national minimum standard in the assessment area of numeracy.

Target 2
To have all Year 5 students exceed minimum growth in Writing in NAPLAN.

Our achievements include:

- All Year 5 students recorded growth in writing in NAPLAN with the majority (80%) of Year 5 students exceeding the minimum growth.
- All Year 5 students performed at or above the national average in the assessment area of writing, with the school average recorded well above the national average.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of school culture and Science and Technology.

Educational and management practice

School culture

Background
Staff, students and parents were surveyed gathering information on thoughts and opinions on school culture.

Findings and conclusions
Students in the primary class (12 students) were surveyed on school culture. The majority of students are proud of their school and believe that students are the school’s main concern, with everyone encouraged to learn and achieve their best. They believe the school praises and rewards successful students, welcomes new students and appreciates them all as students in our school. They also believe the school knows about the parents and community in which it serves. The majority of students believe the school, almost always (60%) or usually (40%), finds ways to improve what it does and makes important changes when necessary.

All parents were surveyed. 25 % of parents returned surveys on school culture. All agree the school knows about the parents and the community in which it serves; appreciates having their child as a student and encourages everyone to learn and achieve their best. All agree the school, almost always (67%) or usually (33%), praises and rewards individuals who are successful, that school leaders have a positive influence on the school culture, they are proud of their school and the school encourages new students and their families to be involved in school activities. The majority of parents (67%) believe that parents usually or almost always (33%) support what is happening at the school and that the students are the school’s main concern. 67% of parents surveyed believe the school usually caters for the learning needs of all students while 33% only sometimes agree.

Staff were surveyed on school culture, 100% were returned. All staff agree they understand and respond to the context of the community in which they work, that the school recognises and celebrates achievements, they are proud of their school and encourage students to be lifelong learners achieve their best in all they do. They agree that meeting the needs of students is the schools’ main priority. Staff agree the community, almost always (75%) or usually (25%), recognises, values and supports the contributions of new members to the culture of the school, that the curriculum caters for the learning needs of all students, and that the school continually finds ways to improve what it does, making important changes when necessary.

Future directions
The majority of staff, students and parents are positive about the culture within our school. However we need to encourage more parents to return surveys to get a broader view in the future. The small percentage of surveys returned could be an indication that some parents are unhappy with the school culture. In future the school will
continue to encourage all parents and community members to be a part of our school. By continuing to hold assemblies, meetings and community events, on school grounds, and inviting everyone to attend, we hope to make the whole community feel valued and welcome in our school. The community and students will be continually recognised for any contributions and awards through the school through the weekly newsletter and the local community paper – Carinda Comment. As well more emphasis will be placed on the importance of the whole school community responding to surveys, so we may have a broader view of thoughts and opinions.

**Curriculum**

**Science and Technology**

**Background**

Students, staff and parents were surveyed to gather information relating to the Key Learning Area - Science and Technology (Sc&T).

**Findings and conclusions**

All students were surveyed, and agree that learning new things in Sc&T at school is important, they enjoy experiments, working with others to solve problems and designing and making models. They all agree they learn many computer skills while at school, and 95% believe computers are easy to use.

Four staff were surveyed with all agreeing students enjoy participating in and are generally achieving the Sc&T syllabus requirements. They agree they have adequate resources to teach the subject area and that they use a range of technologies in classroom activities. Staff agree also that students have improved their ability to investigate, design and make projects, as well as their skills in technology.

**Future directions**

Staff and students are generally content with the Science and Technology syllabus area at Carinda PS. Science and Technology is taught as an integrated part of the COGs units (Connected Outcome Groups).

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students, community members and teachers about the school.

Their responses are presented below.

All Students in K – Yr 6 were surveyed. The majority of students strongly agree that Carinda PS is a good school they are proud of, where they feel safe and enjoy attending. All students either strongly agree or agree they are offered interesting classrooms and programs in which to learn, they are a valued member of their class while a small percentage (4%) indicated they were unsure. Some students added comments such as

- ‘I think our school is an amazing place to learn and we attend all kinds of great events!’
- ‘I love the environment!’
- ‘School is fun, you get to learn more and do exciting things!’

This evaluation suggests the students are quite happy and content with their school and learning environment.

All families were surveyed, 50% responded. All parents indicated they strongly agree that Carinda PS is an attractive and well resourced school, with good student access to computers and strong technology programs, that it promotes a healthy lifestyle, fair discipline and uniform policies. The majority strongly agrees or agrees that the school encourages parental involvement and contact to discuss any concerns; the students are the school’s main concern as well as having competent teachers who offer challenging programs, with a wide range of extracurricular programs, while promoting core values and high standards of achievement. The majority agree the school is friendly, tolerant and accepting of all students, while 17% somewhat disagree.

All staff were surveyed. All indicated they strongly agree (75%) or agree (25%) they are proud to be part of Carinda PS, it is a good place to work, where they feel welcome and valued as staff members; the school includes the community in school events while encouraging the students and staff to participate in community events. The majority strongly agree that staff are encouraged to attend professional development courses to improve their skills.

There was no response from the community.

Parents, staff and students have a very positive overall view of Carinda PS. However it is concerning to note only half of the parents responded, and no community members. This may be an indication they are not be satisfied with the school and therefore chose not to respond. The school will encourage a larger percentage response and contact all families to gain a more comprehensive view of school satisfaction in the school and wider community.
Professional learning

The school received $2,588 towards Teacher Professional Learning and carried forward an amount of $465 in credit, making a total of $3,053 to spend on TPL. $4,069 was actually spent on professional learning as well as CAP and global funds to finance staff development. This left us with a debit amount of ($1,016) in the TPL tied fund to carry forward to 2011.

Teaching and SASS staff attended training in the areas of Equity and Technology Conferences, Live Life Well, Musica Viva, Best Start, MULTILIT, 7 Habits of effective people, Assessment Resource Centre (ARC) Connected Learning, CAP development days, National Partnerships, Reading to Learn, Child Protection and Video Conference training.

Staff were involved in training and professional development on twenty-two days, in addition to Principal conferences, staff meetings and staff development days.

School development 2009 – 2011

The following targets will be the major focus in our 2011 Management Plan.

Targets for 2011

Target 1

*To have all Year 5 student growth in writing, matching or exceeding expected growth (Year 3 to Year 5) in the NAPLAN (National Assessment for Literacy and Numeracy)*

Strategies to achieve this target include:

- Effective implementation of the Reading 2 Learn program across all stages.
- Use of quality text.
- Explicit teaching to improve skills in reading, writing and comprehension of a range of text types.
- Students given clearly written rubrics outlining what is expected.
- Use of ARC (Assessment Resource Centre) to inform students and teachers what quality work looks like
- School Learning Support Officers work daily with targeted students providing
- Access STLA support – programming

Our success will be measured by:

- Quality of student work samples.
- Improvement in students’ capacity to write effectively as well as comprehend a range of texts.
- Classroom planning and programs reflect R2L pedagogy and QT elements
- Improved student performance in school based and external assessments.
- Student growth in writing evident in the NAPLAN results

**Target 2**

*Students in Year 5 will achieve greater than or equal to expected growth in Space and Geometry, and Measurement in the NAPLAN.*

Strategies to achieve this target include:

- Explicit teaching to improve skills in all areas of math, especially measurement, and space and geometry
- Increased use of concrete materials and ‘hands on’ based activities to build knowledge and skills in targeted concept areas (measurement and space and geometry)
- School Learning Support Officers work daily with targeted students providing individual instruction and ‘hands on’ learning activities to build basic numeracy knowledge.
- Professional development – have a staff member become a Leading Maths Learning facilitator, attending PD and ongoing support to develop program using the maths continuum.

Our success will be measured by:

- Increased engagement of students during maths sessions.
- Maths programs reflect maths continuum and quality teaching
- Improved student performance in school based and NAPLAN assessments
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: http://www.schools.nsw.edu.au/asr

Whole school photo 2010.