2009 Annual School Report
Carinda Public School

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

Students

Our enrolment at the end of 2009 was 21, which included 5 boys and 16 girls.

Daily attendance for the school was slightly higher than the region and only a little below the state percentage.

The school comprises one multi-stage class of twenty one students from Kindergarten to Year Six.

Staff

During 2009, two teaching staff members were employed. They were a full-time teaching principal, and a teacher/librarian providing RFF one day a week.

Two support staff members were employed. A General Assistant worked one day a week and the School Administration Manager (SAM) worked two and a half days per week; the SAM was also employed as a School Learning Support Officer to ensure there were two staff members present at all times.

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

Significant programs and initiatives

QUALITY TEACHING

The school continued its involvement in a Quality Teaching program with a group of other small schools, including Quambone, Gwabegar, Tooraweenah, and Gulargambone. Staff met at least once per term to develop programs appropriate for our small group of schools, with a focus on incorporating the QT framework. The Castlereagh Connected Learning Community is the result of this program; we will continue to work closely with these small schools as a learning community, attending excursions and workshops aligned with common programs. This close alliance with other small schools has helped students strengthen and form new friendships in our local district, as well as staff develop a strong professional network with a focus on Quality Teaching in our schools.

CAP (COUNTRY AREAS PROGRAM)

The school is a COUNTRY AREAS PROGRAM (CAP) school and receives significant funding, which allows students to overcome geographic isolation and to access curriculum based learning activities.

Carinda PS participated in a Regional CAP initiative during 2009. The Year five students travelled to Lake Keepit to participate in the CAP Technology camp. Students spent two days learning new and interesting technologies which they then applied to create a digital project portraying their ideas about protecting our environment.

CAP funds also assisted in providing the students access to attend excursions to many sporting, cultural and other curriculum based events.

CAP funds provided the opportunity for pre-school aged children to attend a Kindergarten Orientation Program, one day per week during fourth term. This allowed children to become familiar with the formal school setting, as well as providing staff an opportunity to begin initial assessments and planning for 2010. Infant students travelled to Lightning Ridge for an overnight stay, as well as visiting the local pool, Opal Mine and the Chamber of the Black Hand. Primary students travelled to Sydney along with Quambone and Gwabegar PS. These excursions allowed our students to socialise with other children of a similar age while taking part in a variety of curriculum based activities not normally available to them due to geographic isolation.

We continue 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 2010.
Student achievement in 2009
Confidentiality requirements prevent information being provided in this report about these results. Parents are advised individually of the results.

Messages

Principal's message
Carinda Public School is a small school in an isolated rural community 100 kilometres northwest of Coonamble and 70 kilometres southwest of Walgett. Dubbo is Carinda’s nearest major town; it is a three-hour drive to the south.

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, students and our wider community.

The support of the community for our school, as always, has been a key factor in our successful year. This is evident in the day-to-day workings of the school, with the community heavily involved in all school events, including exchanging home readers, canteen, Assemblies, Book Fair, Sporting Carnivals and Presentation Night. The recently established lawns and gardens continue to thrive thanks to determination and hard work by staff, parents and community members. The school students were involved in ANZAC Day, Child Flight Car Rally, Camp Quality Variety Bash and Cancer Council’s Biggest Morning Tea community events. 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

P&C message
In 2009 the Carinda Parents and Citizens Association (P&C) continued its marvellous work with Carinda Public School and the wider community. Our focus remained on our children’s education, providing opportunities for them through fundraising to support ongoing and new projects in our school. Fundraising activities included a bulb drive, Sock It To You, pie and lamington drive and a Christmas raffle. On a larger scale we catered for the Child Flight Variety Bash, Walgett Rodeo, Nedgera Clearing sale, and Camp Quality Car Rally, where we served lunch for over 200 people.

Throughout 2009 we subsidised both the Infants and Primary Excursions, making it more affordable for families. We purchased books at book fair, to encourage a love of reading, and provided school accident insurance for all students. We also made a donation to The Royal Far West Association. Our final contribution for the year was providing the Perpetual trophies for the Senior and Junior Citizen of the Year Award.

This concluded a very successful 2009 for the P & C; the commitment from our small community has been fantastic. The time and effort extended at every event P&C have been involved in is invaluable. I would like to thank you all for your support in my very short time as president of your P & C.

Marion Saunders, P&C President

Student representative's message
Throughout 2009 a variety of events have taken place, such as a visit to The Warrumbungles Environment Centre; Sydney Excursion for Primary students; a visit to the Lightning Ridge Opal Fields for Infant students; Lake Keepit Technology Camp, Year 5; Science and Engineering Challenge, Narrabri, Year 5/6; Life Education Van, Quambone; Small Schools’ Touch Football Knockout (Pallamallawa), Years2-6; Vibe Alive Festival, Coonamble Year 5/6; Far West Academy of Sport Netball Challenge for Primary girls, Coonamble; Mooramilla Craft Day, Coonamble; Musica Viva, Coonamble; Quality Sports Day (cricket, golf & AFL) with Marra Ck PS; Creative and Practical Arts Camp, Lake Burrendong; and the Impact Leadership Day, Tamworth.

The excursion to Sydney for the Primary students was a real eye opener. We visited many places such as Telstra Tower, Hyde Park Barracks, Imax Theatre, Tarmac Tour- Sydney Airport, The Rocks, Captain Cook Cruise, Sydney Opera House and much more. The infants travelled to Lightning Ridge where they enjoyed a hot couple of days visiting the Opal mines, art galleries and the famous Lightning Ridge Swimming Pool.

We participated in our Local Swimming Carnival in Coonamble. Quambone and Carinda PS had a great day competing in the pool, Quambone won the day with the most points gained. We also participated in and hosted the athletics carnival at Carinda with many Carinda parents catering and helping out throughout the day. Once again Quambone were successful in gaining the most points on the day. Some students qualified to compete at Zone and Regional levels and later at State Level in both swimming and athletics.

We have raised money for good causes; these include Loud Shirt Day to raise awareness of deafness in children; Crazy Hair Day to help children...
with Cystic Fibrosis; Jump Rope For Heart to help the Heart Foundation as well as Biggest Morning Tea helping the Cancer Council. The Camp Quality Variety Bash came through our small town, raising funds for children suffering with cancer. We were treated to lots of lollies and toys as well as a puppet show about two mates, one of them had cancer.

Many people have visited our school throughout the year. We had a visit from Mr Kevin Humphries, our local member. We also had two prac teachers visit, Mr Coffee and Miss Abrahamse. They both helped out in the classroom and helped Mrs Hatton with her teaching.

And last, but not least, we entered our art work in the Coonamble and Walgett shows. Many students won awards for their great work. We all tried really hard and enjoyed ourselves at the same time. So as you can see we have had a busy year, it was a lot of fun.

Laura Donai, 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 2009 were twenty one students: 5 boys and 16 girls. Whilst enrolments have remained steady over the past few years, 2009 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.

<table>
<thead>
<tr>
<th>School</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

The student attendance table below indicates the 2009 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 has the lowest of the attendance percentages this year due to one student suffering illness on a number of occasions. Year Three attendance is low as well due to 50% of students living on impassable roads during times of wet weather. It is interesting to note the wonderful attendance rate (96.7%) of the year one students.
Management of non-attendance

Attendance rates have been above Regional and State average over the last two years. Carinda PS’s attendance rate for 2009, was 2.4% above the Regional average and slightly (0.2%) above the State average.

It is worth noting that the majority of absences recorded are due to impassable roads during wet weather and periods of student illness. The school forwards set work to isolated students, when roads are impassable. A reward system is in place to encourage and reward attendance, this includes recognition throughout the terms as well as a book award, presented to the student with the best attendance record, at Presentation Night. This year the award was presented to Isabel Lamph.

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 our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<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>MRS HATTON</td>
<td>K</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>MRS HATTON</td>
<td>1</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>MRS HATTON</td>
<td>2</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>MRS HATTON</td>
<td>3</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>MRS HATTON</td>
<td>4</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>MRS HATTON</td>
<td>5</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>MRS HATTON</td>
<td>6</td>
<td>2</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes

One multi-stage class operated throughout the year. This class consisted of children from Kindergarten to Year Six.

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 and a classroom teacher one day per week. The teaching staff were supported by an administrative manager two and a half days per week and a general assistant one-day per week. We are also lucky enough to have a wonderful cleaner who keeps the school neat and tidy, as well as a GA who keeps the grounds looking fabulous.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>FT</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1 day/wk</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.4 day/wk</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1 day/wk</td>
</tr>
</tbody>
</table>

Teacher qualifications

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

Teaching staff are all qualified to teach and hold the relevant degrees necessary for these professional requirements. There are no Indigenous staff on the school workforce.

<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></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.

| Date of financial summary: | 30/11/2009 |
| Income                     | $          |
| Balance brought forward    | 73 660.73  |
| Global funds               | 42 607.96  |
| Tied funds                 | 18 183.27  |
| School & community sources | 10 835.68  |
| Interest                   | 3 082.88   |
| Trust receipts             | 6 840.82   |
| Canteen                    | 0.00       |
| Total income               | 81 550.61  |

| Expenditure                  | $          |
| Teaching & learning          |            |
| Key learning areas           | 5 993.76   |
| Excursions                   | 4 042.34   |
| Extracurricular dissections  | 4 118.64   |
| Library                      | 686.30     |
| Training & development       | 1 502.50   |
| Tied funds                   | 31 428.30  |
| Casual relief teachers       | 0.00       |
| Administration & office      | 15 588.88  |
| School-operated canteen      | 0.00       |
| Utilities                    | 6 649.57   |
| Maintenance                  | 1 770.65   |
| Trust accounts               | 3 725.93   |
| Capital programs             | 0.00       |
| Total expenditure            | 75 506.87  |
| Balance carried forward      | 79 704.47  |
The total income for 2009 was $81,550. We also carried forward a figure of $73,660.73 from 2008, of which $19,791.40 was Investing in Our Schools Program and $8,796.96 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 accounts. Trust receipts were from fundraising with expenditure being payouts to charities. Utilities were 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; Training and Development which is professional learning courses for staff; and tied funds were spent on designated programs such as CAP, Investing in our schools program, Teacher Professional Learning, Learning Assistance Program and others.

Administration and Office consisted of requisition of school and office supplies plus Principal Administration relief days.

The financial summary above indicates $79,704.47 to be carried forward into 2010. This amount includes a substantial amount of tied funds, including 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 Student Assistance Scheme and Drought Assistance, which will be used to access curriculum based excursions and sporting events; Premier’s Sporting Challenge Grant, which will be used to upgrade existing sporting equipment; as well as State Integration funds which will be transferred back to the department for students with disabilities. The carried forward figure also includes unpaid casual salaries and provision for asset replacement.

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Achievements

Arts

Carinda PS students enjoyed participating in all areas of Creative and Practical Arts throughout 2009.

Students have taken part in drama performances at Book Fair, Assemblies and Presentation night, where the Infant students performed a song and dance routine to ‘The Bondi Boogie’ followed by the Primary students’ performance of Roald Dahl’s Revolting Rhymes - Jack and the Beanstalk. Students, parents, carers as well as many community members enjoyed the performances.

Throughout the year students were involved in a number of cultural activities. The Camp Quality Variety Bash travelled through our small community. The students were entertained by the costumes and antics of the Bash participants, as well as a puppet show performance relating to kids with cancer.

We have created art and craft items to celebrate Easter, Mothers’ Day, Father’s Day and Christmas. Students have also entered a variety of artworks in the local Walgett and Coonamble Shows, with many students receiving awards for their efforts. The students travelled to Coonamble to participate in the Mooramilla Festival Art activities where they learned the art of wood burning with a local Aboriginal man, as well as creating stitcheries which reflected the theme of the festival.

All students entered art work and writing in the ‘Special Forever’ Project, with three students (Meg Caton, Isabel Lamph and Zita Lamph) as well as a whole class creation (K-6) being chosen for inclusion in the 2009 publication of student work. Students also entered the University of New England School Artwork Competition. Tayla Pennell’s piece titled ‘Kangaroos in the Marshes’ was chosen for inclusion in the final 60 pieces which hung in the Neram Art Gallery during the winter months. This was a fine achievement for a Kindergarten student.

We continued our involvement in the ‘Our World through Children’s Eyes” Project. This year students worked with a visiting artist (Mrs Annie Murray, Walgett) to create the wonderful mural pictured on the following page. This mural portrays our area and all the special things and places we need to help protect from Climate Change. The mural travelled to Peru for display in Peruvian schools and later Phil Pitman, project coordinator, returned with the mural, many photos and stories from the Peruvian students to share with us. He also brought many Peruvian arts and crafts as well as traditional costumes. The project continues to engage and stimulate the students to learn more about their world, and how they can help protect it.

School performance 2009

Carinda PS students were fortunate to participate in a wide variety of curriculum based learning activities, both in the classroom and while attending excursions to various places.
Once again we participated in Musica Viva, where students travelled to Coonamble for the performance by ‘Makukuhan’ traditional tribal music from the Pacific Islands. Students also learnt a variety of songs throughout the year and performed these at school assemblies as well as Presentation Night.

Sport

Carinda PS students participated in regular morning sessions of physical education. All students took part in the Premier’s Sporting Challenge receiving a Silver Award (45 minutes of physical exercise every day over 15 weeks) for their efforts.

Swimming was a major focus during the summer months; a qualified Aust-swim instructor was employed to provide water confidence/safety and stroke correction for all students.

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 Pallamallawa.

William, Isabel, Jack, Zita, Emily, Grace, Brodie, Georgia and Laura went on to compete at the zone swimming level at Coonamble. Georgia, Isabel, Jack and William (pictured left) qualified to represent the school at Regional level in Armidale, where they qualified for the State PP6 Schools 4 x 50m Freestyle Relay. They competed proudly and enjoyed the experience immensely.

The District Athletics Carnival was held in Carinda this year, it was a beautiful warm day, and the children competed with great enthusiasm and sportsmanship. Mackinley, Isabel, Zita, Laura, Brodie, and Jack went onto represent their school at Regional level in Tamworth. The PP6 relay team, Zita, Laura, Brodie, and Jack (pictured left) later went on to participate in the PP6 Relay at State Athletics, which was held at Homebush Stadium.

Other

Year Five students travelled to Lake Keepit to participate in a two-day Technology Camp, this was a Regional CAP Initiative. Students joined other schools from the North West region creating a digital program raising awareness of environmental issues. The camp was a lot of fun, while at the same time the students were challenged to design and create using technology.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in the 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 and Numeracy – NAPLAN Year 3

Only three students in Year 3 sat for the NAPLAN in 2009. As a result, information about these results cannot be provided here.

Literacy and Numeracy – NAPLAN Year 5

Only three students in Year 5 sat for the NAPLAN in 2009. 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 2009

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 2009

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.

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 a roster and have responsibilities in the classroom and school grounds. These include plant watering, bell ringing as well as monitoring the computer, library and sink areas. Students lead school assemblies throughout the year and were responsible for raising and lowering the flag each day. Carinda PS participated in the local ANZAC Day Service, all students wore full school uniform and many performed a reading on the day. More detail can be found in the Student Welfare and Discipline Policy.

Other programs

The school is a COUNTRY AREA PROGRAM (CAP) SCHOOL.

CAP funding is one of the major sources of funding which contributes to students attending excursions and other curriculum based learning activities they would not otherwise access due to geographic isolation.

We participated in The Lake Keepit Technology Camp, which was a CAP Regional Initiative. Upper primary students took part in a two-day Technology camp at Lake Keepit. The students worked with students from other North Western NSW schools to design and create a digital program / game / advertisement portraying their ideas on how to best protect our environment in the future. It was interesting to watch students cope with the challenges of new technologies while creating and designing in small groups.

Primary students travelled to the Warrumbungles Environment Centre as an extension activity related to the HSIE Unit (Local Environments). Students were guided to Spiry View Lookout by the local Educational Officer, Meg Leathart; where they learnt many new and interesting facts about the Warrumbungles.

Students enjoying the view at Spiry View Lookout.

Infant Students travelled to Lightning Ridge with Infants from Quambone PS for an overnight stay. They visited an Opal Mine, The Chamber of the Black Hand, John Murray Art Gallery and the famous Lightning Ridge Pool where they enjoyed the wave pool, slides and much more.

Primary students travelled to Sydney along with Quambone and Gwabegar PS. They visited many interesting Sydney highlights including Sydney Opera House, Rocks Walking Tour, Captain Cook Cruise of Sydney Harbour, Imax Theatre, Powerhouse Museum, Mrs Macquarie’s Chair and much much
more! These excursions allowed our students to socialise with other children of a similar age while taking part in a variety of curriculum based learning activities not normally available to them due to geographic isolation.

CAP funds also provided the opportunity for pre-school aged children to attend a Kindergarten Orientation Program, one day per week during fourth term. This allowed them to become familiar with the formal school setting, as well as providing staff with an opportunity to begin initial assessments and planning for 2010.

As well CAP funds were used to employ a casual relief teacher, a learning support officer as well as support travel to and from excursions, assist with funding for the ‘Our World Through Children’s Eyes’ Project and many other activities. We are most grateful to the Federal Government for the continuation of this funding; it helps provide some equity in education in isolated circumstances.

Progress on 2009 targets

Our school has established target areas for 2009 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.

Target 1

All Years 3 and 5 students achieving national benchmarks in the NAPLAN reading and writing assessment and Year 5 students matching or exceeding state growth from Year 3 to Year 5.

Our achievements include:

- All Year 3 and Year 5 students achieved National Benchmarks in the reading and writing area of the NAPLAN (National Assessment Program for Literacy and Numeracy).
- It is worth noting that all students in Year 3 and Year 5 achieved at or above the minimum standard in the NAPLAN.
- The average progress in reading and writing areas of the NAPLAN showed growth which was above the state average growth figure.
- All students showed growth between Year 3 to Year 5 in the reading and writing area of NAPLAN, however not all students matched/exceeded the state growth figure.

Target 2

All students achieving national benchmarks in the areas of measurement/data as well as space and geometry in the NAPLAN.

Our achievements include:

- All Year 3 and Year 5 students achieved National Benchmarks in the area of Measurement, Data, Space and Geometry of the NAPLAN (National Assessment Program for Literacy and Numeracy)

Target 3

To have all teaching staff achieve a competent level in the QT Framework assessment of classroom practice

Our achievements include:

- There has not yet been a formal assessment of the teaching staff at Carinda PS in the Quality Teaching Framework of classroom practice. We are hoping to have this completed early in 2010.
- A student survey of Quality Teaching was carried out with pleasing responses to QT in our classroom (this survey is evaluated later in this report).
- We have continued to work with the Castlereagh Connected Learning Community to develop COGs (Connected Outcomes Groups) units relevant to our area, with a focus on the QT elements.

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 2009 our school carried out evaluations of Teaching and HSIE (Human Society and its Environment).
Educational and management practice

Teaching

Background

Over the past two years we have worked with a group of schools (Castlereagh Connected Learning Community CCLC) to develop COGs (Connected Outcomes Groups) units of work with a focus on Quality Teaching elements.

Findings and conclusions

Students in Years Four to Six (12 students) were surveyed on Quality Teaching. All students agree (30%) or strongly agree (70%) that Deep Knowledge is incorporated into the classroom teaching. The majority of students (75%) strongly agree, 22% agree while 3% disagree that Deep Understanding is incorporated into classroom teaching. The majority of students either strongly agree (68%) or agree (30%) while 2% disagree that their teachers help them understand the Connectedness between current learning, prior learning and everyday life. 50% of students indicated they strongly believe, 37% agree and 3% disagree that talking and writing about what they have learned is important to them and that their teacher uses stories (Narrative) from real life to help them understand their learning. The majority (76%) of students strongly agree, while 22% agree and a small minority (2%) strongly disagree they are Engaged in the learning process in the classroom. All students either strongly agree (60%) or agree (20%) that their parents and teachers have high Expectations of them in their learning. Finally the majority (91%) strongly agree and a small number (9%) agree that their teacher gets everyone to join in; i.e. There is no Exclusivity in the classroom. It is pleasing to note that the majority of students either strongly agree or agree that all elements of the Quality Teaching Framework (Deep Knowledge, Deep Understanding, Connectedness, Narrative, Engagement, Expectations and Exclusivity) are embedded in classroom teaching at Carinda PS.

Future directions

We plan to have formal assessment of Classroom Teaching based on the QT framework; this will be done via film of everyday teaching and/or inviting a QT consultant into our classroom to carry out the formal assessment in the near future.

Curriculum

HSIE

Background

Students, staff and parents were surveyed to gather information relating to the Key Learning Area HSIE (Human Society and its Environment).

Findings and conclusions

Students in Years Two to Six (16 students) completed a survey on the Key Learning Area HSIE. Data collected indicated the students mostly agree or strongly agree that HSIE is an important subject to learn, they understand what it is and they enjoy it. The majority (88%) believe the school has plenty of resources to support the teaching of HSIE, while 62% strongly agree and 32% agree they are provided with useful reports on their progress, excursions are relevant to the units taught and are a great way to learn more about the topics covered; a small percentage (6%) were unsure. Overall, the responses to the survey of HSIE indicated that students were keen to learn about HSIE and are happy with the way it is taught.

All families were surveyed; it was disappointing to have only three of eleven surveys returned. Of those returned, all families agree they are provided with useful reports about their child/children’s progress in HSIE. Two families agree the school keeps them well informed about HSIE, while the other family disagrees; Two families agree HSIE is important and that their child/children enjoy the subject: as well as being happy with Carinda PS staff working with other small schools (Tooraweenah, Gwabegar, Gulargambone and Quambone PSs) to develop HSIE Units relevant to our area, while the other family indicated they were unsure. One family agrees that the school has plenty of resources to implement the teaching of HSIE, while two families indicated they were unsure.

All teaching staff responded to the survey indicating they enjoy teaching HSIE. it is an important KLA, they are happy to continue developing units in conjunction with other small schools (CCLC) and that excursions are relevant to the units taught. Staff either agree or strongly agree they are able to provide useful reports about student progress and that students are developing an ability to understand society and the environment and how we have an impact on it.

Future directions

In the Key Learning Area of HSIE, surveys revealed that students are content with the school program, although useful reports on progress could improve. The survey indicated that parents are not fully aware of the HSIE units being taught, this could be improved by placing articles relating to HSIE units in the school newsletter. Teaching staff believe it is important to provide useful reports on student progress, we will access the Assessment Resource Centre (ARC) to locate student work samples with grades attached, these will be used to show students what and A B C D & E looks like as well as assist teacher judgement when reporting on student work. The parent survey indicates a need to improve the communication between the school and families about the units being taught in the Key Learning Area of HSIE. In future more information can be included in the school’s newsletter, as well as publishing student work samples in the local paper - Carinda Comment. This will help inform and develop parents’ knowledge of the HSIE curriculum area.
Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students, community members and teachers about the school.

Their responses are presented below.

All Students in Year Two – Year Six were surveyed, fifteen students (100%) responded. The majority of students strongly agree they feel safe attending Carinda PS. All students either strongly agree (67%) or agree (33%) that Carinda PS is a good school where they are offered interesting programs in which to learn. All students either strongly agree (53%) or agree (47%) they enjoy attending school, their classroom is interesting and that they are a valued member of our class. A small percentage (7%) indicated they were unsure if they are learning, their classroom is interesting and that they feel valued as a class member. Some students added comments such as I like our school because it is a great school; I like coming to school and learning because the teacher explains problems and makes it easier to work; I feel safe here; I am enjoying Carinda PS, the teachers are fantastic; I'm very proud of our school and I have fun at school. This evaluation suggests the students are quite happy and content with their school and their learning environment.

All families were surveyed, nine out of eleven responded. All parents indicated they strongly agree (78%) or agree (22%) that Carinda PS is a good school where they feel welcome and valued as school community members. All parents either strongly agree (67%) or agree (33%) their children are safe and are learning through a wide variety of programs in a stimulating and interesting classroom. All families indicated their children enjoy attending Carinda PS. It is worth noting one parent was unsure about feeling welcome and valued as an important member of the school community as well as suggesting more supervision in the playground. A roster is in place to ensure supervision in the playground at all times.

All staff were surveyed, Four of the five responded. All indicated 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. Majority (75%) agree that staff are encouraged to attend professional development courses to improve their skills. Some comments added included ‘Very happy staff work well together’, ‘Love coming to work’, and ‘Excellent leadership’.

There was no response from the community.

Parents, staff, students and community members have a very positive overall view of Carinda PS.

Professional learning

The school received $2,210 towards Teacher Professional Learning and carried forward an amount of ($312.79 DR) a total of $1,8972.21 to spend on TPL. $1,431.95 was spent on Professional Learning while also using CAP and global funds to finance staff development.

Teaching staff attended training in the areas of First Aide and CPR, Reading to Learn, Quality Teaching, Musica Viva, Child Protection, NAPLAN and Technology.

Teaching staff were involved in training on twenty three days, in addition to Principal conferences, and before and after-school sessions.

School development 2009 – 2011

The following targets will be the major focus in our 2010 Management Plan.

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.

Strategies to achieve this target include:

- Staff attending CMIT Fractions and Decimals training for beginners and later advanced courses if available.
- Ongoing support from WNSW numeracy and CMIT consultancy
- Use of Teacher’s aide to implement CMIT program in classroom numeracy session
- A focus on explicit teaching of fractions and decimals which includes modelled strategies to solve fraction/decimal problems, hands on experiences using concrete materials to enhance teaching and learning of fractions and decimals.
- All students given opportunities to reflect and explain in their own words how they solve fraction and decimal problems.
- Use of mathletics to engage students through Information Technology both in the classroom and at home in all maths learning activities.
Our success will be measured by:

- Improved student performance in fractions and decimals evident in the NAPLAN item analysis table.
- Improved student performance in fractions and decimals in all school based and external assessments.
- Improvement in students’ capacity to solve word problems relating to fractions, decimals and money; and explain to teachers and peers how they solve them.

**Target 2**

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

Strategies to achieve this target include:

- Effective implementation of the Reading 2 Learn program across all stages with a focus on writing activities
- Engaging in local networks
- Ongoing support from WNSW Literacy and specifically R2L consultancy

Our success will be measured by:

- Improved student performance in school based and external assessments.
- Student growth in writing evident in the NAPLAN results
- Improvement in students’ capacity to write effectively across a wide range of texts for varying purposes
- Analysis of student writing samples over time.

**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.

Marion Saunders President
Jasmine Saunders Secretary
Rachel Lamph Treasurer

**School contact information**

Carinda Public School
McNamara Street Carinda NSW 2831
Ph: 02 68232235
Fax: 02 68232208
Email: carinda-p.school@det.nsw.edu.au
School Code: 1507

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: