2008 Annual School Report
Carinda Public School

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

Students

Our enrolment at the end of 2008 was 17, including 6 boys and 11 girls.

Daily attendance for the school (95.3%) was higher than both region (92.2%) and state (94.1%) student attendance.

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

Staff

During 2008, 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 also 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 meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The school was involved 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 literacy, 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 helped staff develop a strong professional network with a focus on Quality Teaching in our schools.

We were also involved in a CAP (Country Areas Program) initiative program, where teaching staff attended four, two-day Reading To Learn workshops in Mudgee. This program has been well received by staff, students and parents and will continue in 2009.

Student achievement in 2008

NAPLAN Year 3 – 5

Only four children in Year 3 and two children in Year 5 sat for the NAPLAN in 2008. All students were at or above minimum standards. Confidentiality requirements prevent further 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 newly established lawns and gardens continue to thrive thanks to determination and hard work by both school staff, parents and community members. The school students were involved in ANZAC Day, Variety Bash and Cancer Council’s Biggest Morning Tea community events. The Country Areas Program (CAP) supports Carinda Public School. 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 2008 the Carinda P&C Association continued to work with the School and local community to enhance our children's opportunity to grow and learn. Our focus was fundraising as well as holding social events for the community to come together and enjoy. We worked with and supported our Principal, Cathy Hatton, in many school-based activities. It is pleasing to note that the parents and wider community are always welcome to be involved in their school.

Throughout the year we have managed to finalise the outstanding 'Investing in our School' projects. The gazebo has been erected over the chessboard along with pavers, which link the gazebo to the quadrangle area. Many trees have been planted, making our school look fantastic.

P&C continued to support the sporting programs and other events, both financially and voluntarily. We contributed to events, which included Quality Sports, Tennis Coaching, Go Go Golf, Science Camp, Digi Ed Workshop, Musica Viva, School Excursions, Krinkle Puppet Theatre, and the Life Education Van. We purchased a pie warmer for canteen and have once again purchased a book for children at Book Fair to encourage their love of reading.

P&C hosted the Sir Roden Cutler Charity Day to raise awareness of disabled people and their carers. We held wheelbarrow races and had a great time with the representatives from the charity, with many community members in attendance. A local lady was awarded a grant to assist her in the care of her disabled son. This was gratefully received and much appreciated.

The Variety Bash travelled through our small town while making their way from Melbourne to the QLD Sunshine Coast. They chose Carinda as a lunch break stop and what a day it turned out to be! With everybody pitching in and helping, we were able to spread the workload as well as the profits between community organisations including the Hall, Playgroup, CWA and P&C Committees. It was a fantastic day, which was enjoyed by all who attended, both young and old. The Bash contributed towards the purchase of new high jump mats for our school, which we have been working towards for a number of years.

Carinda P&C holds a general meeting every term to continue to support our fantastic little school. I would like to thank everyone who supported P&C throughout 2008. The time & effort you contribute to our organisation is invaluable.

Loretta Robinson (President)

Student representative's message

During 2008 a variety of events have taken place, such as Lake Keepit Recreation Camp for the primary students, a visit to the Dubbo Zoo for the infants, joining the Bourke-Walgett School of Distance Education for a mini Science camp, Musica Viva in Coonamble, Lantern making for the Moorambilla Festival in Coonamble, Quality Sports with the Marra School and The Young Leaders conference for Year six students which was held in Sydney.

Our Book fair was a hit once again with the students dressing up as news reporters and delivering a well-rehearsed edition of the Olympic news live from Beijing. Our parents and visitors really enjoyed the day. Carinda PS hosted a puppet-making workshop, learning how to make sock puppets. We then watched a performance by the puppeteers. Once again our friends from Marra Public School and the Walgett Distance Education students joined us.

We have raised money for good causes; these included Loud Shirt Day, Jump Rope for Heart and the Biggest Morning Tea. The Victorian Variety Bash came through our town and the community supplied lunch for all the people. The students stamped their passports in return for a gold coin. We raised lots of money and had a great time meeting new people. There were so many cars all decorated and the drivers gave out lots of lollies and things to everyone. It was a
fantastic day that helped us raise some money for our school.

We operated our canteen during terms two and three. Thank you to all the parents who helped us with morning teas on canteen days. We have continued to recycle cans, paper, milk tops and our food scraps, cutting down on waste.

This year we also had the chance to experience a prac teacher for a few weeks. Miss Christina was lots of fun and she taught us many things about her culture in the Phillipines as well as Chinese culture.

We have purchased a water cooler, mini-tennis nets and new balls for the school this year.

Cameron Robinson
(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 2008 were seventeen students: 6 boys and 11 girls. Whilst enrolments have remained steady over the past few years, 2008 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>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>11</td>
</tr>
</tbody>
</table>

Student attendance profile

Attendance rates have been above regional and slightly below state average at Carinda PS over the last two years. Carinda’s attendance rate for 2008, however was 3.1% above the regional average and 1.2% above the state average.

It is worth noting that the majority of absences recorded at Carinda Public School 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.

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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K - 6</td>
<td>K</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>K - 6</td>
<td>1</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>K - 6</td>
<td>2</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>K - 6</td>
<td>3</td>
<td>4</td>
<td>15</td>
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<tr>
<td>K - 6</td>
<td>4</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>K - 6</td>
<td>5</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>K - 6</td>
<td>6</td>
<td>1</td>
<td>15</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.
<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>FT</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1 day/week</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>2.4 day/week</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1 day/week</td>
</tr>
</tbody>
</table>

**Staff establishment/retention**

The Principal position continued to be occupied by Mrs Catherine Hatton. Mrs Elizabeth Woodhill continued in her role as a casual classroom teacher providing RFF (Release from face to face) as well as taking responsibility for the library.

Mrs Libby Caton and Mr Garry Wilson continued to fulfil the duties of School Administrative Manager and General Assistant respectively. Other staff included Mrs Judith Masman as a part time/casual School Learning Support Officer.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was N/A. **Note:** Staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days. The attendance rate is reported as N/A if the school has less than 3.4 staff members.

**Teacher qualifications**

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

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

The total income was $79 738. We also carried forward a figure of $85 184.99 from 2007, of which $30 664.12 was Investing in Our Schools Program and $8 325.86 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.

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>85 184.99</td>
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<tr>
<td>Global funds</td>
<td>39 375.10</td>
</tr>
<tr>
<td>Tied funds</td>
<td>22 401.45</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>9 369.30</td>
</tr>
<tr>
<td>Interest</td>
<td>6 007.85</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 584.30</td>
</tr>
<tr>
<td>Canteen</td>
<td></td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>79 738.00</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>6 558.31</td>
</tr>
<tr>
<td>Excursions</td>
<td>4 888.05</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>2 911.39</td>
</tr>
<tr>
<td>Library</td>
<td>1 503.54</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 911.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>33 917.11</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>288.24</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>16 987.18</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6 061.38</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2 611.38</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5 118.67</td>
</tr>
<tr>
<td>Capital programs</td>
<td>8 505.45</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>91 262.26</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>73 660.73</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

Achievements

Arts
Carinda PS students enjoyed participating in all areas of Creative and Practical Arts throughout 2008.

Students have taken part in drama performances at Book Fair, Assemblies and Presentation night, where the Infant students performed the Readers’ Theatre – ‘Out in the woods’ followed by the Primary students performance of Roald Dahl’s Revolting Rhymes - The Three Little Pigs & Little Red Riding Hood. Students, parents, carers and many community members enjoyed the performances.

Throughout the year students were involved in a number of cultural activities. Students were entertained by the Krinkle Puppet Theatre during first term; a number of local schools from Walgett and Marra Creek participated on the day as well. The students enjoyed a performance of puppets (made from recycled materials) demonstrating the effects of global warming on our planet. A large puppet by the name of ’Bruce the Brahman’ wandered around the playground during recess amusing the children with his antics. The children also made a sock puppet using recycled materials; they later used these puppets to entertain the audience with a little performance. These sock puppets were then collected and taken on a journey to Perth, where the Krinkle Theatre Company were attempting to break a record of one million puppets performing in one place.

We have created art and craft items to celebrate Easter, Mothers’ Day, Fathers’ Day and Christmas. Students have also entered a variety of artworks in the local Walgett Show, with many students receiving awards for their efforts. The students travelled to Coonamble to participate in the Moorambilla Festival Art activities where they made lanterns, which reflected the theme of the festival. They also painted a colourful mural on the Coonamble Pool wall, which looks fantastic.

Once again we participated in Musica Viva, where students travelled to Coonamble for the performance by ‘The Song Company’. Students also learnt a variety of songs throughout the year and performed these at school assemblies and Presentation Night.

Sport
Carinda PS students participated in regular morning sessions of physical education. All students also took part in the Premier’s Sporting Challenge receiving a Bronze Award (30 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.

Cameron, Jack, Zita, Emily, Grace, Brodie, and Laura went on to compete at the zone swimming level at Coonamble. Jack qualified and went on to represent the school at Regional level in Armidale.

Jack and Zita participated in the District Cross Country held in Quambone and Jack was chosen to represent his school at Regional Cross Country in Coolah, however due to rain and impassable roads he was unable to attend.

All students enjoyed the District Athletics Carnival, which was held in Quambone this year, it was a miserable cold windy day, but the children soldiered on with great enthusiasm and sportsmanship. Isabel, Grace, Zita, Laura, Brodie, and Jack went onto represent their school at Regional level in Tamworth. The PP6 relay team, Laura, Zita, Brodie, and Jack later went on to participate in the PP6 Relay at State Athletics, which was held at Homebush Stadium.
**Other**

Primary students travelled to Coonamble to participate in a one-day workshop creating their own Digi Ed story. Students made clay figures and used these figures to create a ‘Claymation’ movie to tell a short story. The day was a lot of fun with Gwabegar, Tooraweenah and Quambone Schools participating as well.

**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 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

Only four children in Year 3 sat for the NAPLAN in 2008. As a result, information about these results cannot be provided here.

**Numeracy – NAPLAN Year 3**

Only four children in Year 3 sat for the NAPLAN in 2008. As a result, information about these results cannot be provided here.

**Literacy – NAPLAN Year 5**

Only two children in Year 5 sat for the NAPLAN in 2008. As a result, information about these results cannot be provided here.

**Numeracy – NAPLAN Year 5**

Only two children in Year 5 sat for the NAPLAN in 2008. As a result, information about these results cannot be provided here.

**Progress in literacy**

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

**Progress in numeracy**

Interpretation of NAPLAN data in the area of progress in numeracy is unavailable due to the small size of the Year groups. Comparison with statewide 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 2008**

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 2008**

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**

The school is a Country Area Program (CAP) school and participated in Regional CAP initiatives throughout 2008.

The Reading To Learn (R2L) Regional CAP Initiative was a program where teachers took part in four, two-day workshops in Mudgee; David Rose was the presenter who taught about using the whole text as a starting base for teaching all aspects of reading and writing. A quality piece of text is chosen to engage and help all students understand it well, before they are asked to write a similar piece of text using the same text pattern. The R2L activities were very popular with all students and the students are excited about continuing these activities in 2009. Further opportunities for professional development in this program are being offered in the region this year; we will endeavour to attend these.
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 2009. Preschool students travelled to Dubbo with Infants from Quambone and Tooraweenah PS for an overnight stay at the Dubbo Zoo, as well as visiting the local vet, WIERES and the RSPCA. Primary students travelled to Lake Keepit to the Sport and Recreation camp along with Quambone PS. These excursions allowed our students to socialise with other children of a similar age while taking part in a variety of activities not normally available to them.

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.

Progress on 2008 targets
Our school has established target areas for 2008 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
To have 80% of Infant students achieving at or above the Western Region Reading Benchmark.

Our achievements include:
- All Students and parents have participated confidently in the home-reading scheme on a weekly basis.
- All teaching staff have attended the David Rose - Reading to Learn, Learning to Read workshops in Mudgee. We have begun to implement the program in the classroom during 2008 and intend to continue to develop the program further in the future.
- Unfortunately only 43% of Infant students were reading at or above the Western Region Benchmark level at the end of 2008. Continued use of R2L pedagogy should see this improve in the future.

Target 2
All Year 3 and 5 students achieving National Benchmarks in the NAPLAN reading and writing assessment.

Our achievements include:
- All Year 3 and 5 students achieved National Benchmarks in the reading and writing area of the NAPLAN (National Assessment Program for Literacy and Numeracy).
- Comparison of writing samples prior to and following the explicit teaching of writing
skills, (particularly in the areas of character and setting, vocabulary, sentence structure, grammar and punctuation) has shown an improvement in all students’ work samples.

**Target 3**

*Use technology every day in the classroom to deliver engaging and stimulating learning activities in all KLAs.*

Our achievements include:

- A collection of quality IWB activities has been both collected and made for future use in the classroom;
- Teaching staff confidently using their ability to use and develop IWB programs in the learning environment.
- Students confidently interacting with and using the IWB during class to complete learning activities.
- An IWB program has been developed by the CCLC (Castlereagh Connected Learning Community) to accompany the COGs (Connected Outcomes Groups) unit being studied each term.

**Key evaluations**

**Curriculum - Literacy**

Families, staff and students were asked to respond to a survey to gather information regarding their feelings on Literacy in our school.

**Background**

The school’s five year evaluation plan identified Literacy as the area of educational and management practice to be evaluated in 2008.

**Findings and conclusions**

All families were surveyed and eight out of nine (89%) families responded to the literacy survey. They all agree Carinda PS offers a quality literacy program, indicating they are happy with the THRASS/spelling, Home-reading and Reading to Learn program; the majority (88%) are also happy with the library program.

All staff were surveyed with three responding, they all agreed the quality of the literacy programs (THRASS/spelling, Home-reading and Library) offered at Carinda PS are excellent and that the Reading to Learn Program, in particular is working well with all students engaged and enjoying the learning activities.

All students were surveyed with an overwhelming positive response. All students are happy with the quality of literacy learning offered at Carinda PS and believe the learning activities provided in reading, writing and talking and listening are interesting and they enjoy the Reading to Learn, library, THRASS and home-reading programs.

**Future directions**

Since there is positive feedback about the quality of the literacy program offered at Carinda PS, we will continue to use Reading to Learn and THRASS/spelling, Home-reading and Library...
activities offering information for parents at regular intervals, to keep them up to date with the program. Staff will continue to attend Reading to Learn professional development opportunities in our area, as well as access Regional Consultants for further development of the program.

**Other evaluations**

Carinda PS carried out further surveys to gauge overall satisfaction in our school.

**Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students, community members and teachers about the school.

Their responses are presented below.

Seventeen students (100%) responded, indicating they are proud of their school and feel valued as an important member of their class, all students either strongly agree or agree that Carinda PS is a good, safe school, which offers an interesting place to learn. They all indicated they are quite happy attending Carinda PS and many students added comments such as, 'I love my school a lot', 'I like my school and my friends', 'I think my school is special and I like coming to school with my friends', 'I love my school and I love my teachers', 'I'm pretty happy at Carinda PS, It is a great school'.

Six out of nine (67%) families responded indicating they strongly agree Carinda PS is a good school which offers a stimulating and interesting classroom for their children to learn; All parents either strongly agree or agree they are proud of Carinda PS and feel welcome and valued as important members of the school community; and that their children enjoy attending and are learning while at Carinda PS school; five of the six families strongly agree their children are safe at school, however I should note one family indicated they are unsure that their child is safe at school, noting ‘there should be more supervision in the playground while the children are there’ We do endeavour to always be on duty in the playground and a roster is in operation throughout the week to ensure this occurs.

Four of the five (80%) staff surveyed responded indicating they all strongly agree 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 added comments, which included ‘Very happy staff work well together’, ‘Love coming to work’, ‘Excellent leadership’.

Two community members returned surveys, both agreeing they are proud to be a part of Carinda PS, that it is a good school with interesting and stimulating classrooms, where children enjoy attending and learning. They indicated they feel welcome and valued as an important part of the school community and that the school often encourages community members to participate in school activities as well as encouraging staff and students to participate in community events. Comments included ‘The school is looking a picture, Carinda should be very proud, congrats to you all’

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 $529.26 a total of $2 739.26. The school spent $3 052.25 on Professional Learning while also using CAP and global funds to finance staff development.

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

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

**School development 2009 – 2011**

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.

**Targets for 2009**

The following targets will be the major focus in our 2009 Management Plan.

**Target 1**

**All year 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.**

Strategies to achieve this target include:

- Effective implementation of the Reading to Learn program across all stages.
- 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 reading/writing evident in the NAPLAN results

• Improvement in students’ capacity to write effectively as well as comprehend a range of texts.

Target 2

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

Strategies to achieve this target include:

• Staff attending CMIT training for beginners and later advanced courses

• Ongoing support from WNSW numeracy and CMIT consultancy

• Use of Teacher’s aide to implement CMIT program in classroom numeracy session

• Use of mathletics to engage students through Information Technology both in the classroom and at home in maths learning activities

Our success will be measured by:

• Improved student performance in school based and NAPLAN assessments.

• Students ability to explain how they solve mathematical problems

• Classroom planning and programs reflect CMIT pedagogy in numeracy

Target 3

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

Strategies to achieve this target include:

• Engage WNSW QT consultancy to support identified professional learning (PL) focus areas.

• Develop individual professional learning plans to identify needs.

• Attend PL opportunities reflecting QT in the classroom.

Our success will be measured by:

• Development and implementation of a common PLP for the CCLC with a focus on Teacher Quality.

• Lessons demonstrating and supported by the QT framework.

• Lesson coding carried out by a QT consultant demonstrating improvement in the focus QT elements.

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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