



2023 annual report to the Community

Carlton School and Carlton Preschool

Carlton School number: 981

Carlton Preschool number: 5454

Partnership: Port Augusta - Quorn



School principal:

Leonie FALLAND

Leonie M. Falland

Date of endorsement:

25/03/2024



Government
of South Australia
Department for Education

Governing Council Report

Our year started with good feedback from the preschool regarding enrolments and the news that the Walkabout Program would operate from Building 2 – the PACC. We also talked about relocating our community space- shifting from Room 12 which was upstairs and difficult for some to access -to the Activity Room in Building 1B. All agreed to trial this in 2024.

Two of our regular activities are approving signatories for the SASIF withdrawals – our school operating funds and the four Student Free Days for training and development for staff as well as our School Closure Day. We have been updated around matters including the Site Improvement Plan (which again is focusing deeply on Literacy and Numeracy outcomes and we heard about the changes to how the NAPLAN will be reported this year. It sounded more encouraging for students...not just a number but a word that could help then to give it a bit more effort. It's also pretty clear what teachers have to do when the result is "needs additional support".

We had a great turn out for the AGM and welcomed several new counsellors: David Daniel, Cherrie Ralph, Tina Nelson and Lorraine Ferguson: I've also appreciated others visiting including from the staff Lee Crawford and Sandra Amos, Maisie Winton and Kaylene..... from our community and Ms Deb O'Neill the Education Director. I hope we see progress on the Children's Centre but Ms O'Neill indicated that things were on hold until the Royal Commission was handed down so it's still a waiting game. We have talked about attendance often and shared that even if it is unexplained many times, it is family business that's being taken care of, just check in with families and we also know that regular attendance will help our children to do better. We have heard about the multiple ways that the school deals with attendance and understand that the Ab Ed team will do their best to support with Home Visits and seeking out ways to support families. It's good to know that the school is recognizing Improving Attendance as well as 100% attendance.

The Bus policy has been amended and approved and until we get the State Fleet Bus we also approved the ongoing Rental. The Preschool certainly works better with its own bus. We look at the finance reports at each meeting and know that we are going well with our spending and our Income. So, we have approved some extra spending for Room 3 cupboard redevelopment and the Art Room 11. We have funded a winter jacket for every child: these are snug polar fleece jackets with the school logo and we continue to "gift" the first school top to each enrolling child. We got some feedback about the play areas needing new soft-fall and that happened during the September vacation.

It's good to see the shaping of a commitment to Reconciliation through Ms Kirsten setting up a RAP committee. This way we will make a lasting contribution to reconciliation and shape what that means for us as a Carlton Community. We have a chance to build on the Dream Big Camp success by planning towards a Cultural Camp in 2024 and I personally can help in many ways with that. We've heard about the second P.I.E. (Parents in Education) grant and are excited to see the outcome of the first grant now on full display in the school yard. Families appreciate the efforts of the ACEO's with the Foodbank parcels and that has helped families across the school. A big win has been the work done for the Zones of Regulation: Ms Alice led the application for the grant and the result is the five wonderful artboards on display in our school yard. The ABC report on this was good for the school- we even had a call from a school in Canada!

Miss Leonie shared about the new strategy for Improvement and introduced us to the 4 Impact Areas and we know the school is working on building deeper engagement in the Perspective survey. The loss of a staff member made for adjustments to our usual end of year meeting but we will move forward into 2024 to build on our achievements this year.

Robert Neville Chairperson Governing Council Carlton School 2023

Context Statement

Carlton School caters for students from R–9. At the time of this report, the enrolment in 2023 was 80. Carlton School is classified as Category 1 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 93% Aboriginal students, 18% students with disabilities, 48% students with English as an additional language or dialect (EALD) funded background, and 5% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as on the My School website. To alleviate disadvantage and support attendance at school, the Governing Council approves the leasing of small 12 and 20 seater buses to bring school and preschool children to school and parents to meetings of all kinds, e.g., to meet with support services, to attend Community Hub and to participate in Governing Council. We provide childcare to support families and build their engagement with the school. The school uses its complexity funding to ensure high levels of support are available in the classroom and to underpin Intervention programs in the School. As all students require a One Plan, teachers also get release for the preparation and review of earlier goals, as these must be updated during the year and from year to year. The Preschool Director gets similar release for this task. Information about Carlton Preschool is available on the centre's website as well as the Australian Children's Education and Care Quality Authority (ACECQA) website.

The vision of the Port Augusta Children's Centre incorporating the preschool, is to support children & families to achieve the best possible learning, health & wellbeing outcomes in a universal setting. We support children and families across Port Augusta in collaboration with other government and non-government organisations, with targeted responses for families who may require additional support.

Port Augusta Children's Centre is not restricted to a site location but is several services coming together to provide universal services with targeted support in order to impact population outcomes in four areas:

- Children have optimal health, development and learning
- Parents provide strong foundations for their children's healthy development and wellbeing
- Communities are child and family friendly
- Aboriginal children are safe, healthy, culturally strong and confident.

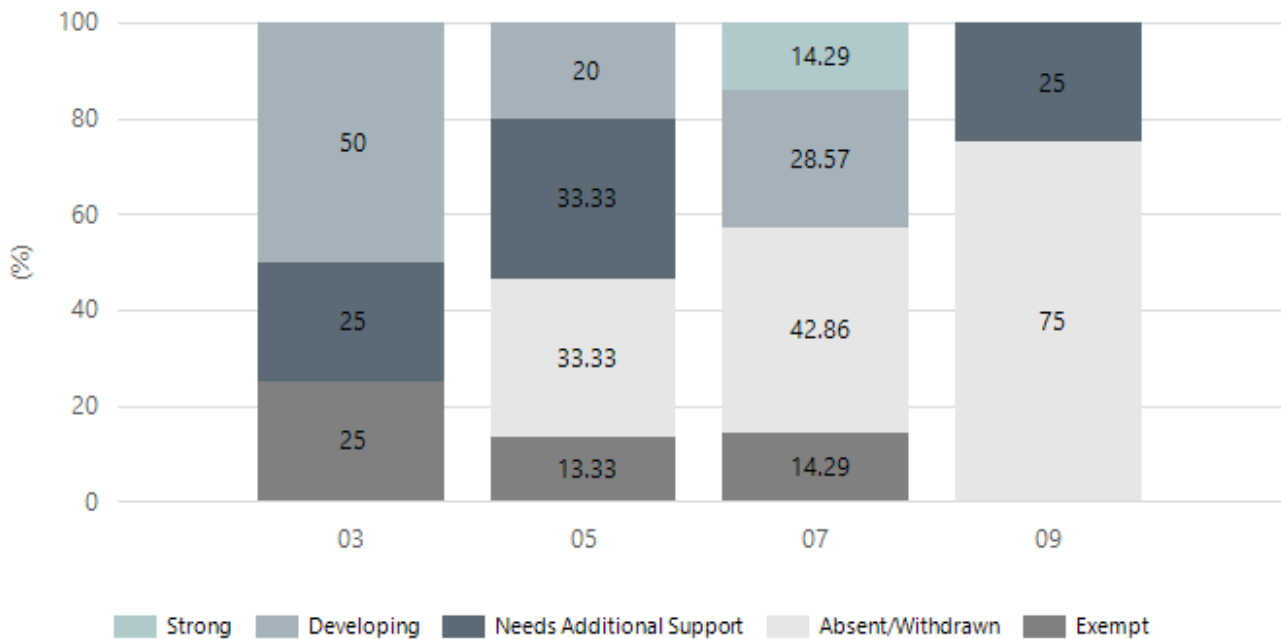
Our preschool operates from Tuesday to Thursday for all children aged three and four years. Children also transition from the Centre due to the new mid-year intake.

Performance Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

Numeracy

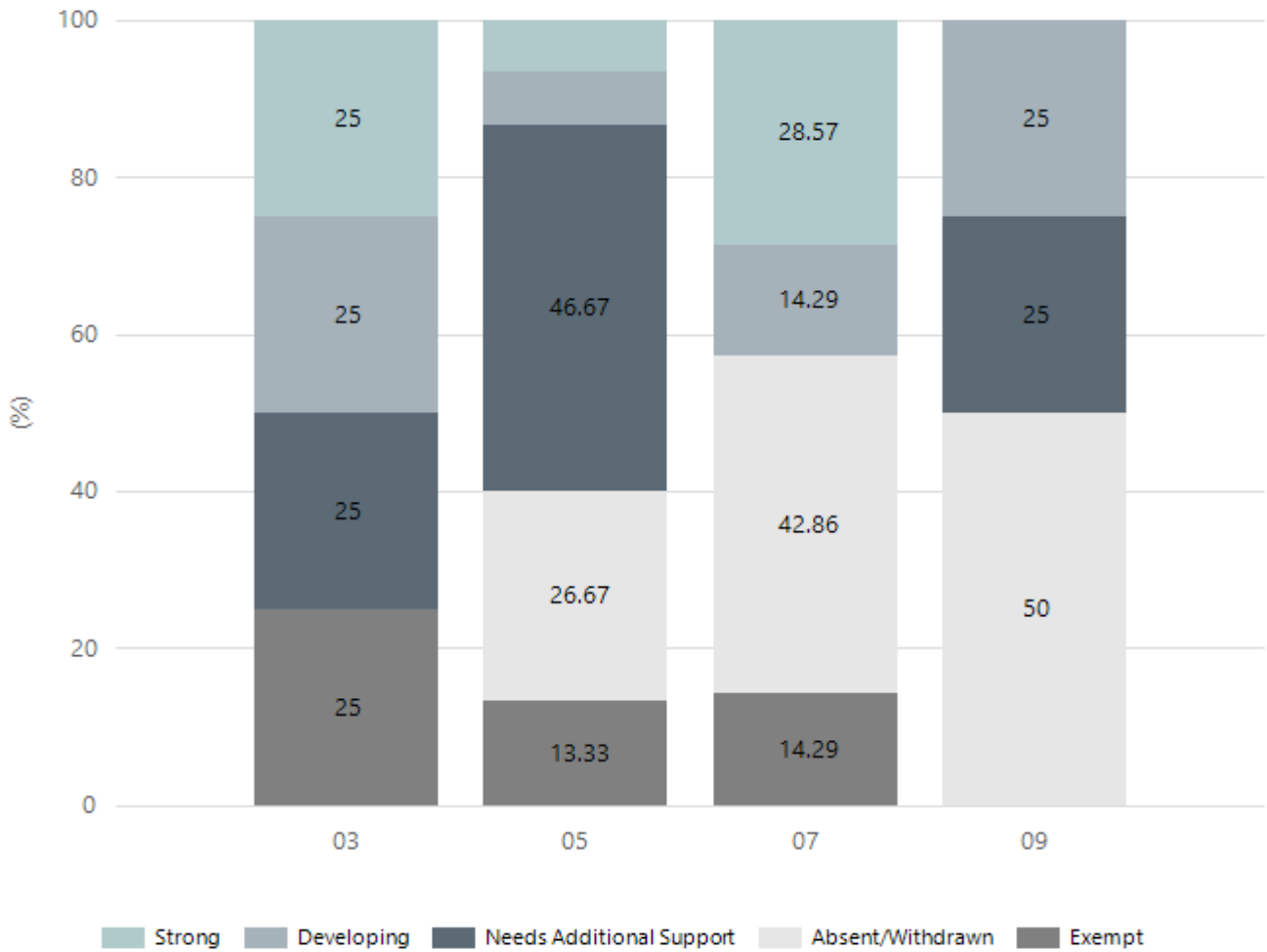


Year Level	03	05	07	09
Strong			1	
Developing	2	3	2	
Needs Additional Support	1	5		1
Absent/Withdrawn		5	3	3
Exempt	1	2	1	
Total	4	15	7	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Our two challenges here are to reduce the number of students who do not complete the NAPLAN and to ensure we target the students needing support as soon as we can from the release of the data. It is likely that the teaching staff know the students who will struggle with the NAPLAN Numeracy. 2024 we will be exploring the Learning Through Doing Numeracy Intervention.

Reading

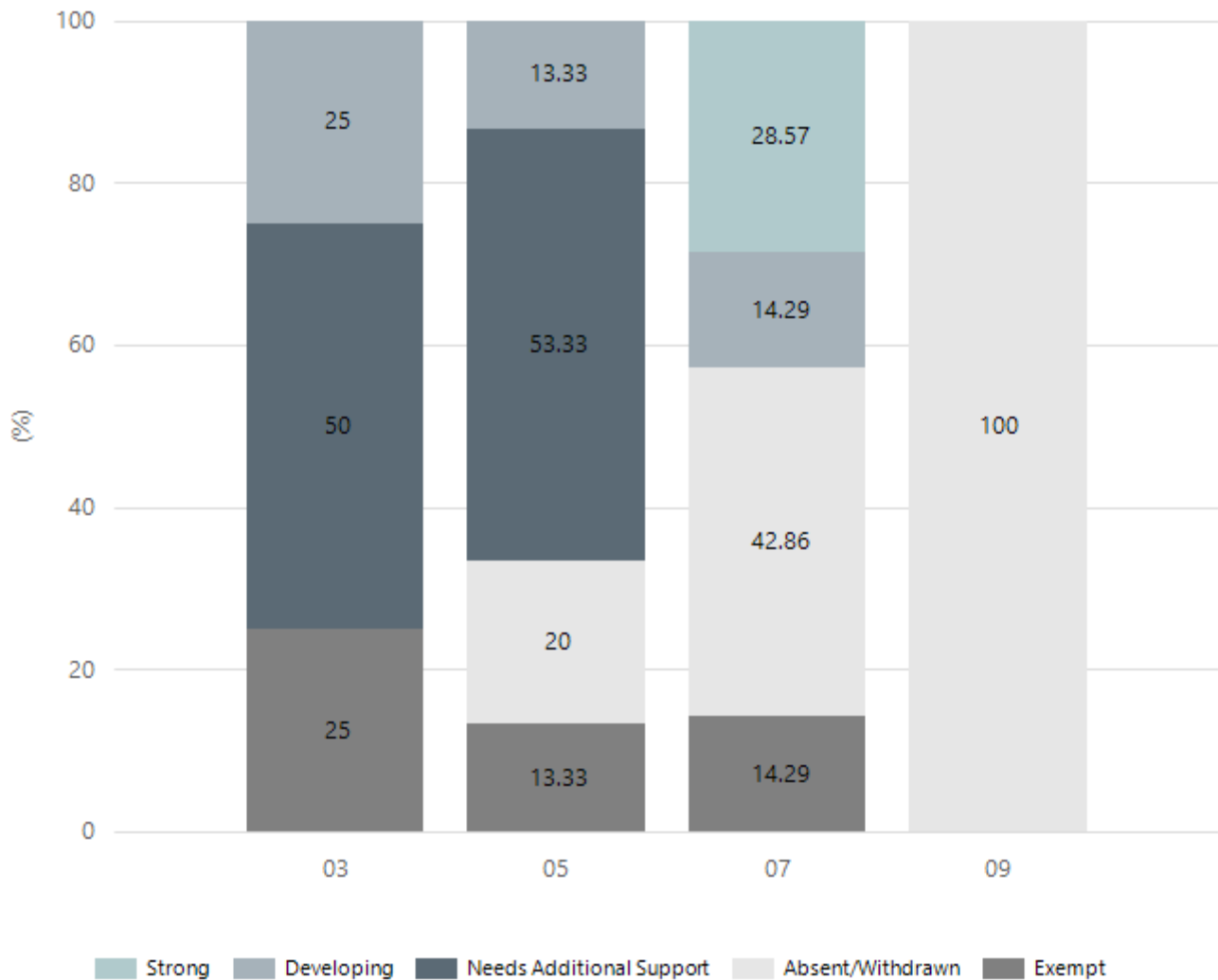


Year Level	03	05	07	09
Strong	1	1	2	
Developing	1	1	1	1
Needs Additional Support	1	7		1
Absent/Withdrawn		4	3	2
Exempt	1	2	1	
Total	4	15	7	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

The 4 results at STRONG are very heartening. We have a school wide focus on developing reading. Having said that our year 5 cohort still have the highest need for further work on their reading. The number not sitting the test is a concern and that is after considerable attempt to “catch up” on the additional days post the tests.

Writing

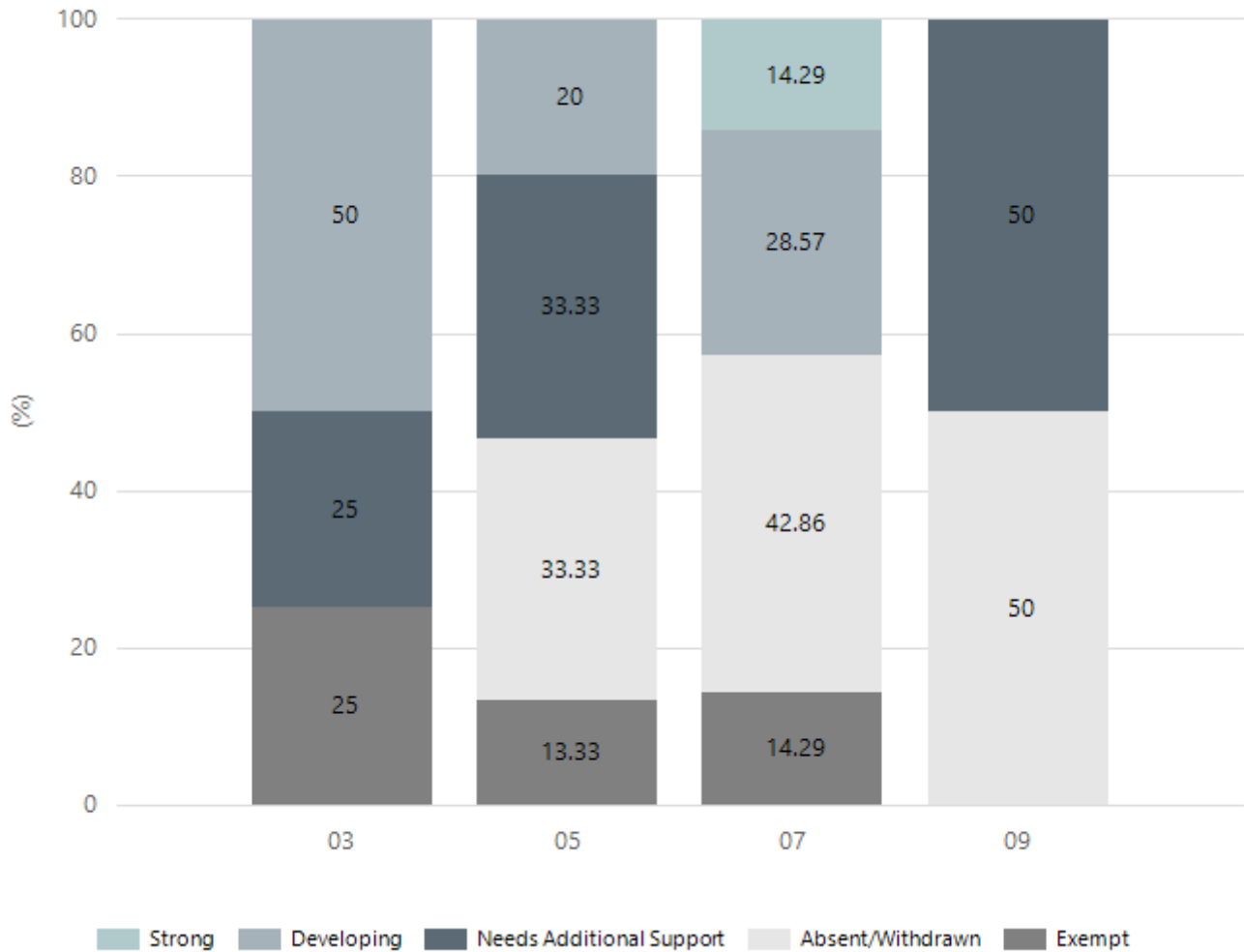


Year Level	03	05	07	09
Strong			2	
Developing	1	2	1	
Needs Additional Support	2	8		
Absent/Withdrawn		3	3	4
Exempt	1	2	1	
Total	4	15	7	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Teachers devote a great deal of time to improving writing. All staff in 2022 and 2023 have worked closely with the EALD adviser who is in our school for a day a week. The aim is to upskill teachers to support students to develop better writing skills and to improve the LEAP levels across the school. We are funded for this improvement. Teachers spend a lot of time developing the understanding of students to work with different genres or text types. The start of the school year is focused on the Narrative and Persuasive writing responses. The ongoing problem is to reduce the non-attendance of students during the NAPLAN testing time.

Grammar

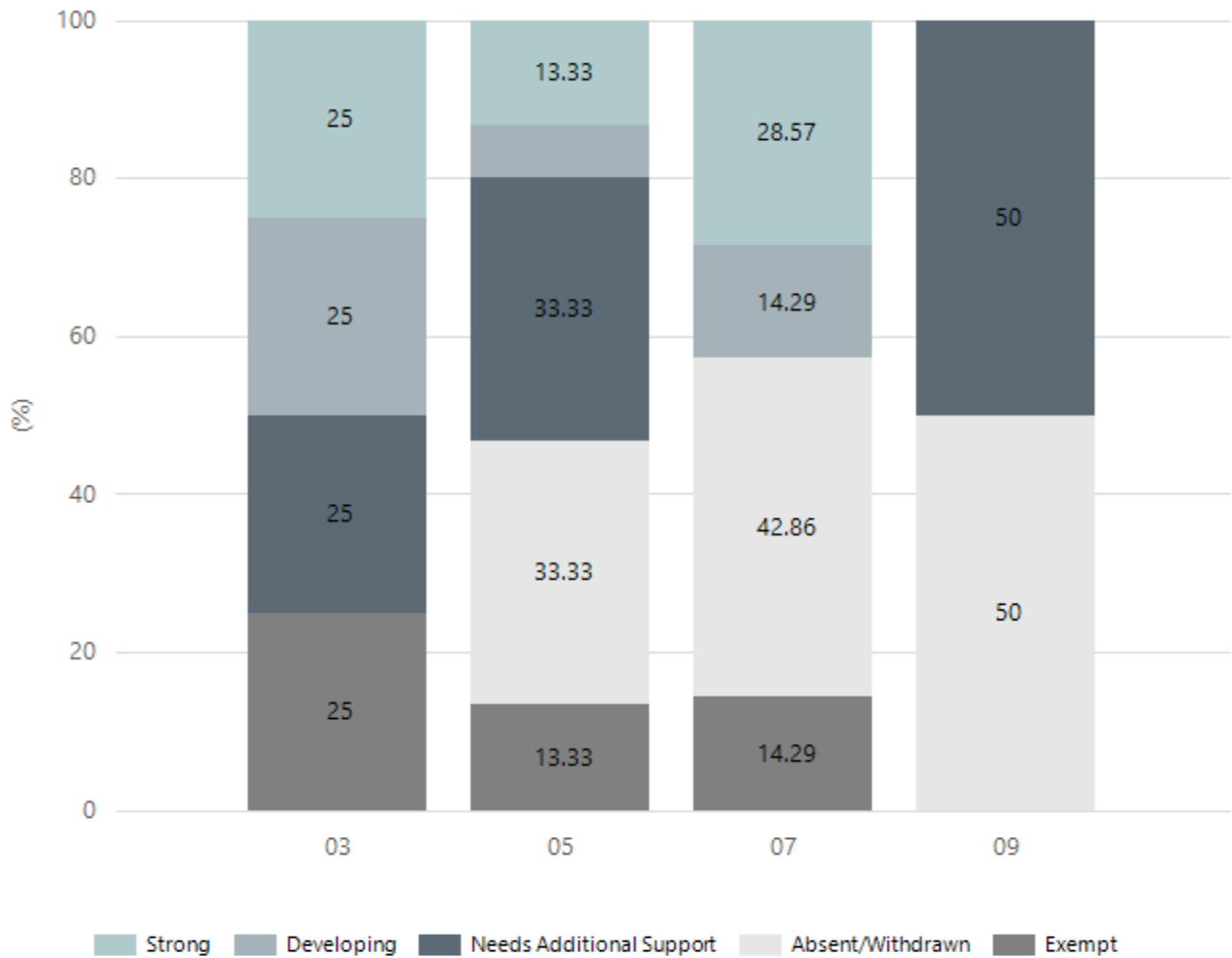


Year Level	03	05	07	09
Strong			1	
Developing	2	3	2	
Needs Additional Support	1	5		2
Absent/Withdrawn		5	3	2
Exempt	1	2	1	
Total	4	15	7	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

In the past we have focussed on the VCOP approach to teaching writing and to have a structure for building grammar skills. This is not a strength area, e.g. 7 of the year 5 cohort did not participate in this testing. That is a direct reflection also of the attendance issues which are noticeable in year 5 and year 9 in particular. For several students in these two groups their previous two years of low attendance especially during COVID have impacted seriously.

Spelling



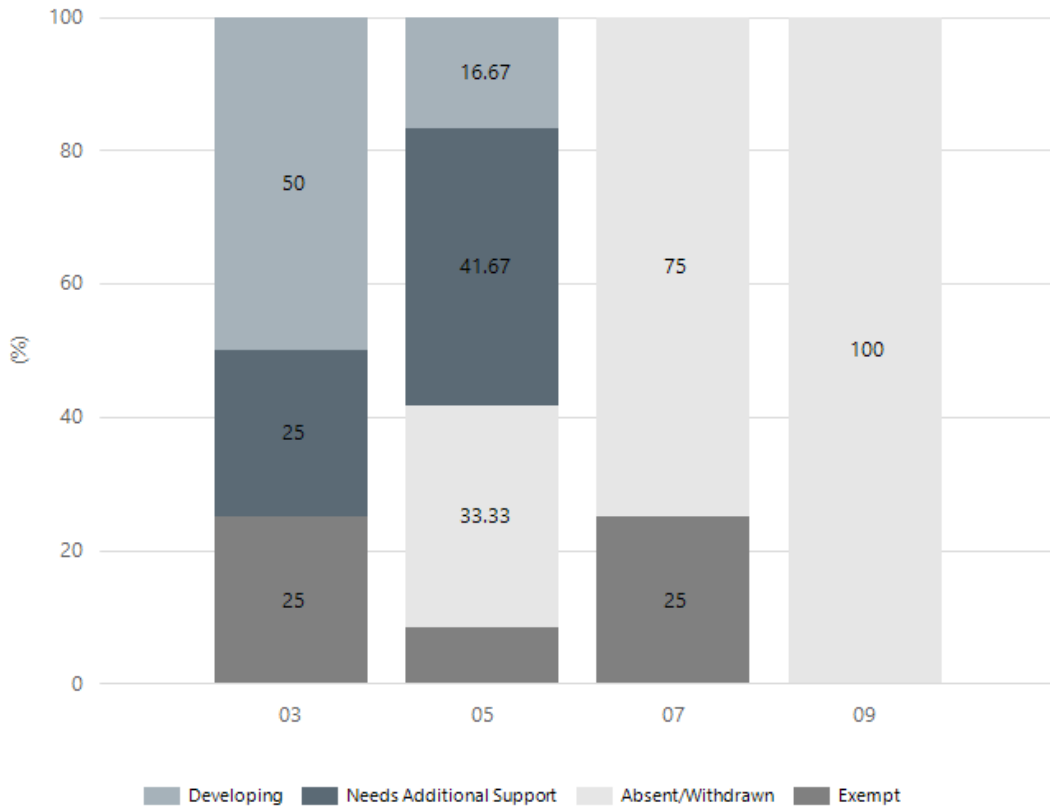
Year Level	03	05	07	09
Strong	1	2	2	
Developing	1	1	1	
Needs Additional Support	1	5		2
Absent/Withdrawn		5	3	2
Exempt	1	2	1	
Total	4	15	7	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

The students who have developed strong phonemic awareness have carry over into their spelling outcomes. The 8 students who have results in the Strong and Developing are also good readers. As with all other comments the low attendance and non-attendance at NAPLAN remains a concern for the School.

NAPLAN Proficiency - Aboriginal Learners

Numeracy

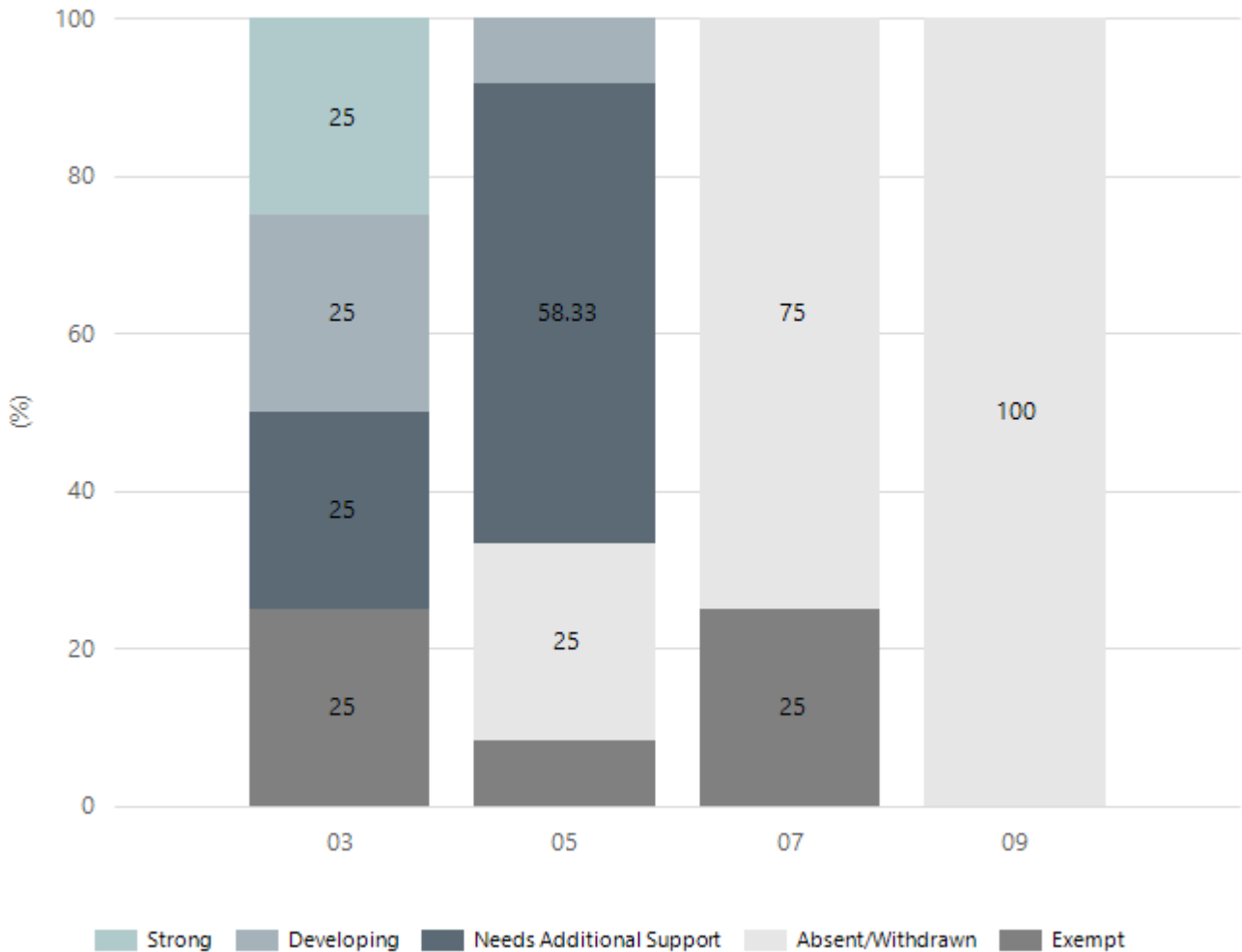


Year Level	03	05	07	09
Developing	2	2		
Needs Additional Support	1	5		
Absent/Withdrawn		4	3	1
Exempt	1	1	1	
Total	4	12	4	1

Six students whose results are in the previous pages are non Aboriginal; the ATSI students have had very interrupted schooling so like their fellow non Aboriginal students and the variations in performance are due in part to EALDNESS, attendance at school in general and intentional absence from the NAPLAN testing period. The Learning Though Doing program will be introduced in 2024 to build learner confidence in number and then building on from there to cope with all aspects of the Big Ideas in Number

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Reading

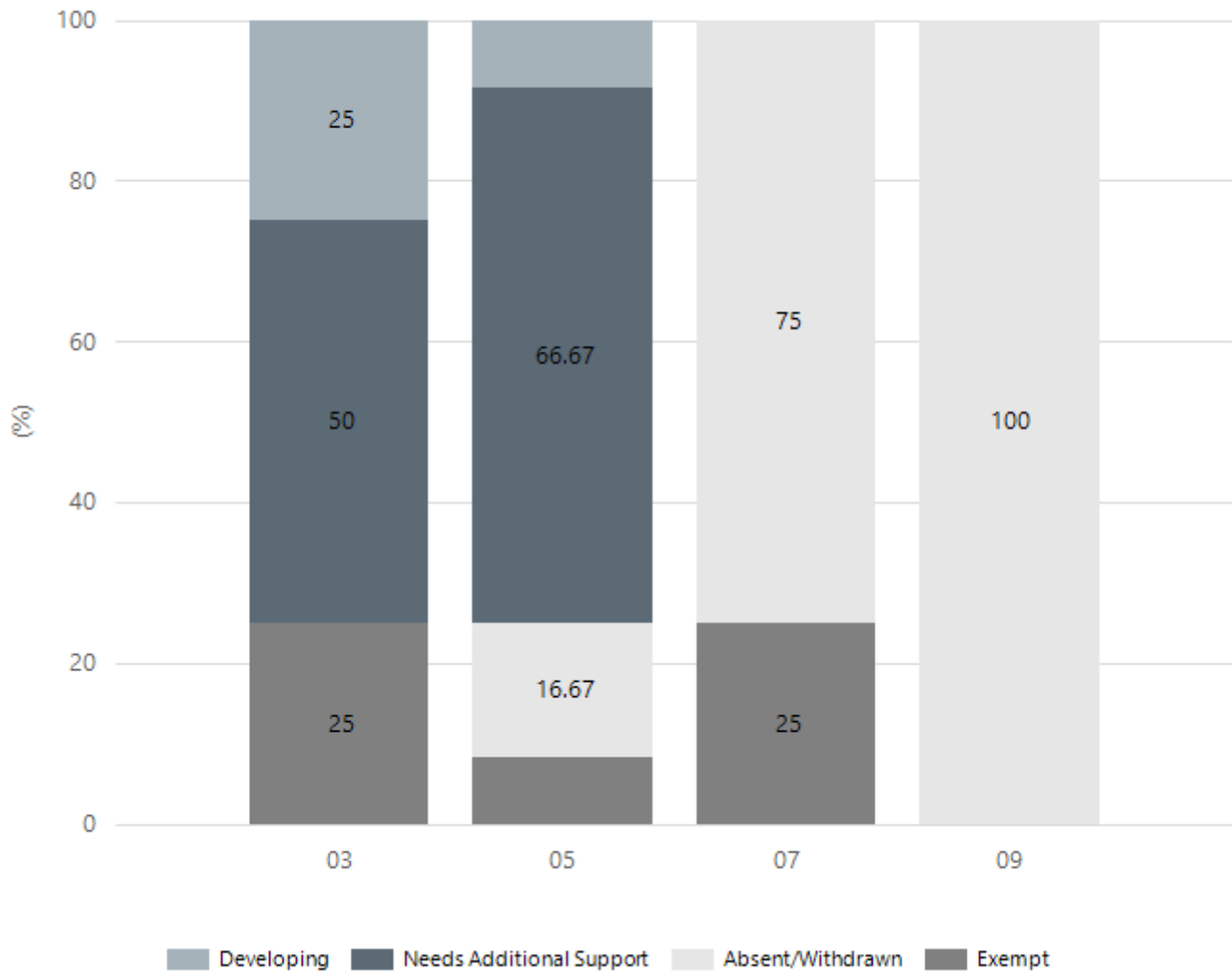


Year Level	03	05	07	09
Strong	1			
Developing	1	1		
Needs Additional Support	1	7		
Absent/Withdrawn		3	3	1
Exempt	1	1	1	
Total	4	12	4	1

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

In particular the year 5 cohort with an average of 57% attendance in 2023 and 64% attendance in 2022 has impacted their capacity to perform strongly in Reading. We get excellent participation in the Premiers Reading Challenge but reading for pleasure and reading for meaning are two different things. The development of strong comprehension skills is needed from a very early age if students are to perform well in the year 3 and 5 NAPLAN. The lack of participation by the Year 7's was a concern and families were contacted.

Writing

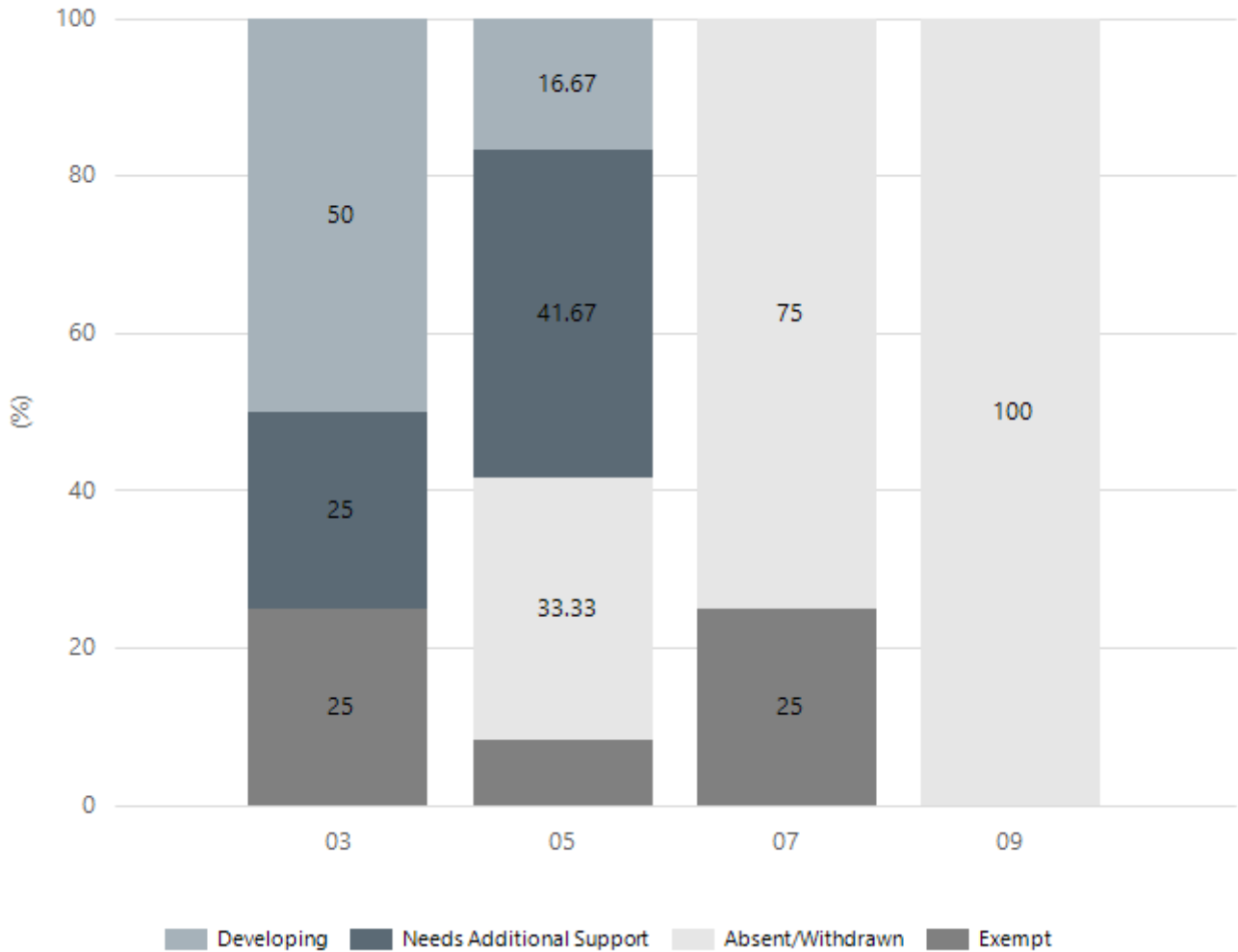


Year Level	03	05	07	09
Developing	1	1		
Needs Additional Support	2	8		
Absent/Withdrawn		2	3	1
Exempt	1	1	1	
Total	4	12	4	1

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

The lack of participation by the Year 7's was a concern and families were contacted. The exempted student has severe learning difficulties and copes only at around Year 1 level but the other student could have been Developing or strong had they participated. These three were our Chronic non-attenders. The year fives were impacted by COVID in the 2021 and 2022 years and interruptions to their Intervention Support in 2023. This needs to be more regulated in 2024.

Grammar

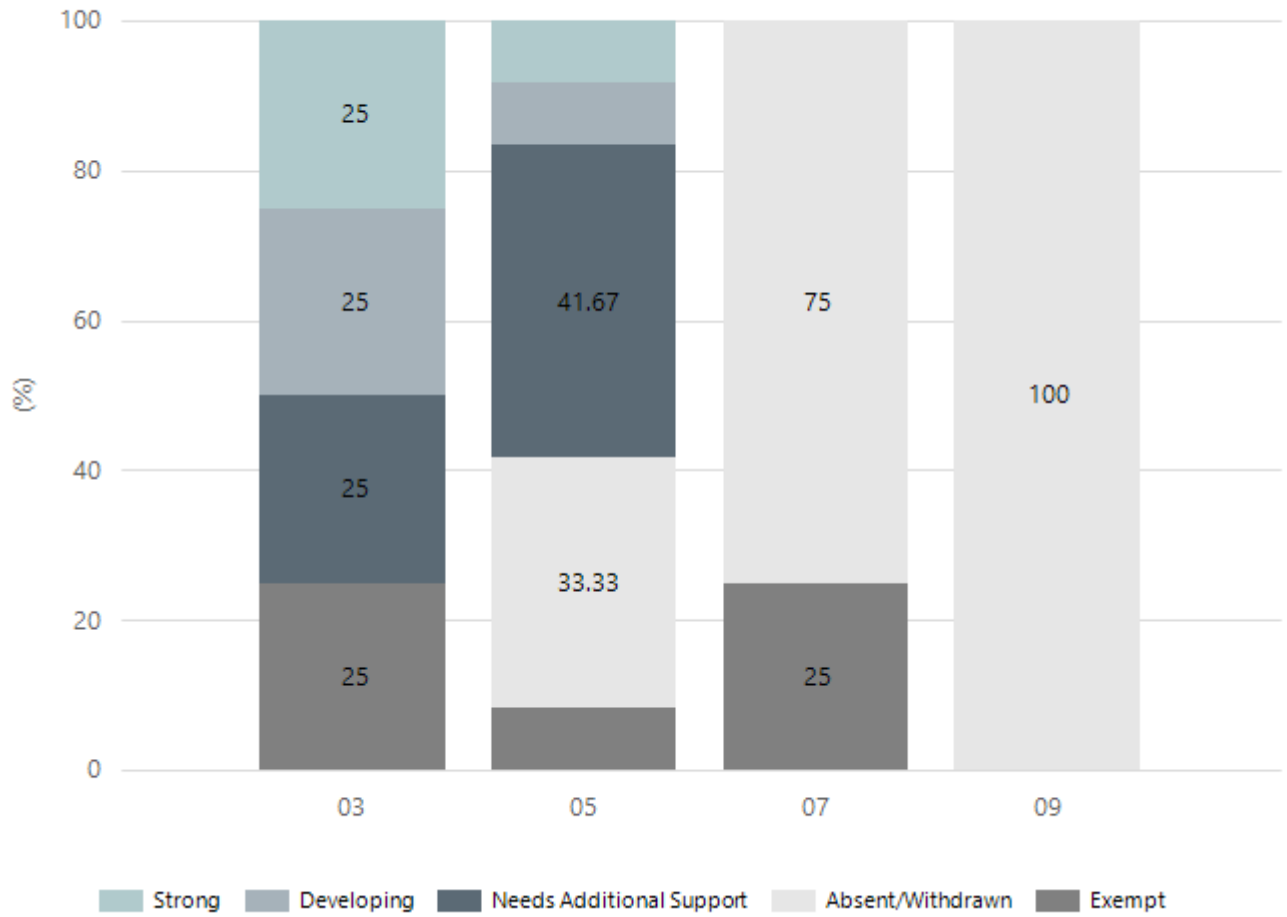


Year Level	03	05	07	09
Developing	2	2		
Needs Additional Support	1	5		
Absent/Withdrawn		4	3	1
Exempt	1	1	1	
Total	4	12	4	1

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

The work of the EALD teacher is beginning to impact the teaching of and development of Grammar skills...a school wide review of the impact of VCOP and the EALD work will hopefully pinpoint better ways of strengthening the grammar skills of our students. It begins with the most simple pointers, i.e. a Capital letter to start a sentence and a Full Stop to end it. Then we build simple to complex sentences and link phrases with a comma or a colon. From these, students will write better. Lowered attendance still impacts

Spelling



Year Level	03	05	07	09
Strong	1	1		
Developing	1	1		
Needs Additional Support	1	5		
Absent/Withdrawn		4	3	1
Exempt	1	1	1	
Total	4	12	4	1

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

The students who have developed stronger Phonemic Awareness have done better with spelling. They are in the main the students with better attendance overall. The number undertaking the test remains a concern.

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2020 centre	82.4%		24.2%	63%
2021 centre	50%	59.5%	52.6%	41.7%
2022 centre	55.2%	53.7%	61.1%	59.6%
2023 centre	50%	43.1%	42.9%	45.4%
2020 state	89.1%		84.6%	85.8%
2021 state	87.3%	85.3%	87.1%	84.5%
2022 state	83.6%	77.6%	77.9%	77.8%
2023 state	85.4%	82.9%	83.4%	81.4%

Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours. Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there we no students enrolled.

Note: Term 2 2020 data may not be available for all preschools.

The school and preschool have a deep focus on improving attendance. The ACEO's support the preschool to make contact with families. The Director maintains an open door policy and offers special events to engage with families. The trauma and disadvantage experienced by many families severely impacts their ability to send their children regularly.

School Attendance

Year Level	2021	2022	2023
Reception	55.9%	58.0%	56.4%
Year 01	87.6%	72.1%	64.0%
Year 02	62.2%	70.8%	74.8%
Year 03	74.4%	63.8%	70.3%
Year 04	78.1%	63.4%	75.8%
Year 05	66.1%	63.4%	57.6%
Year 06	66.7%	59.7%	64.9%
Year 07	55.6%	55.7%	75.4%
Year 08	49.1%	43.4%	58.8%
Year 09	45.3%	38.8%	46.1%
Year 10		25.3%	
Total	66.2%	59.3%	62.9%

Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

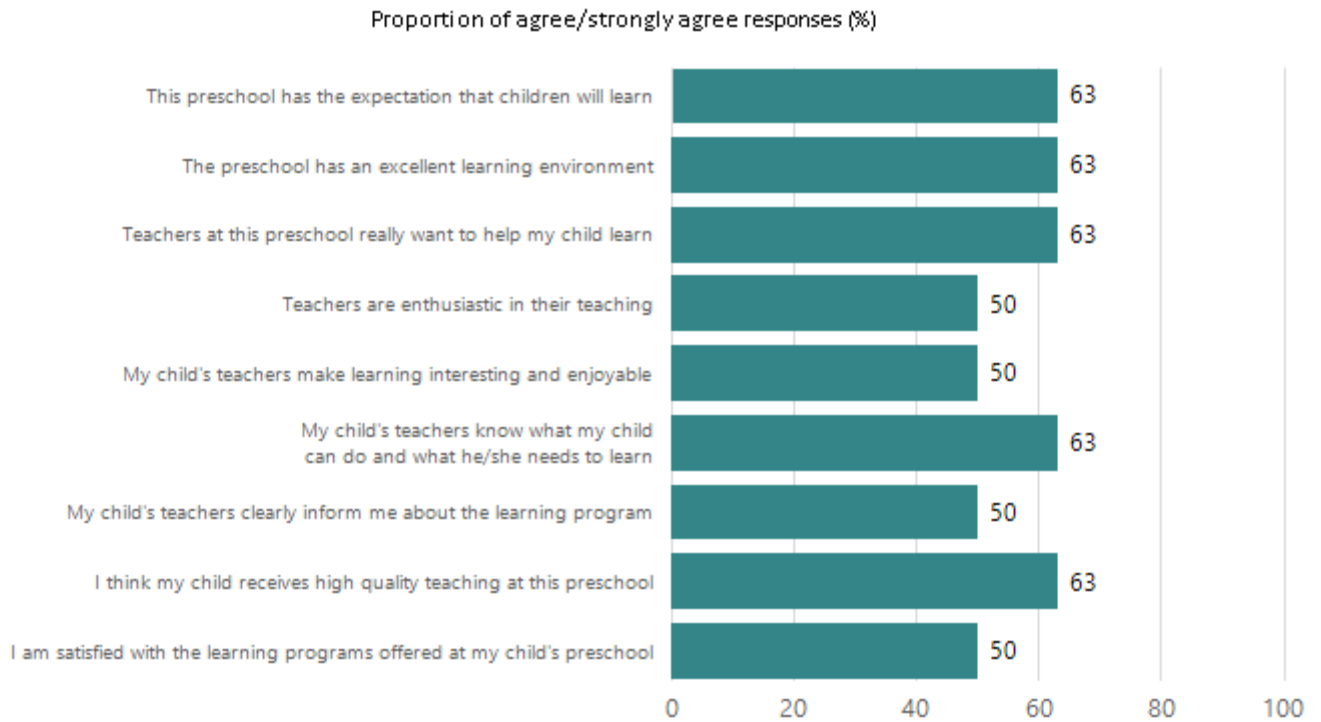
In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Carlton School has a deep focus on improving attendance. The staff in classrooms and the Ab. Ed team work tirelessly to build the percentage of time at school, to acknowledge Improving attendance at Assemblies, to support families at a range of levels to build their confidence in the school. We utilise the resources from the 2020 campaign and extensive Home Visits to families to help lift school days and explained absences. We are making some headway but ultimately it needs to be a partnership with families to make the ultimate difference.

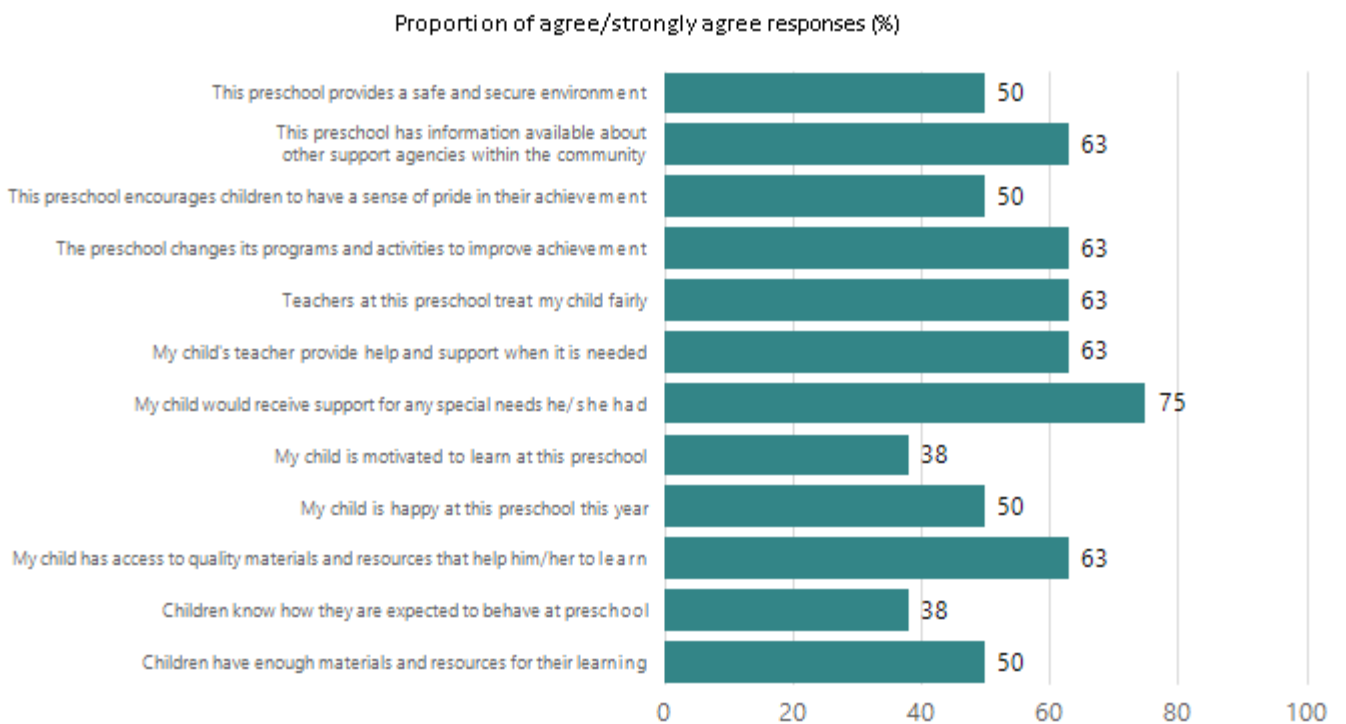
Preschool Family Opinion Survey

Quality of Teaching and Learning



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

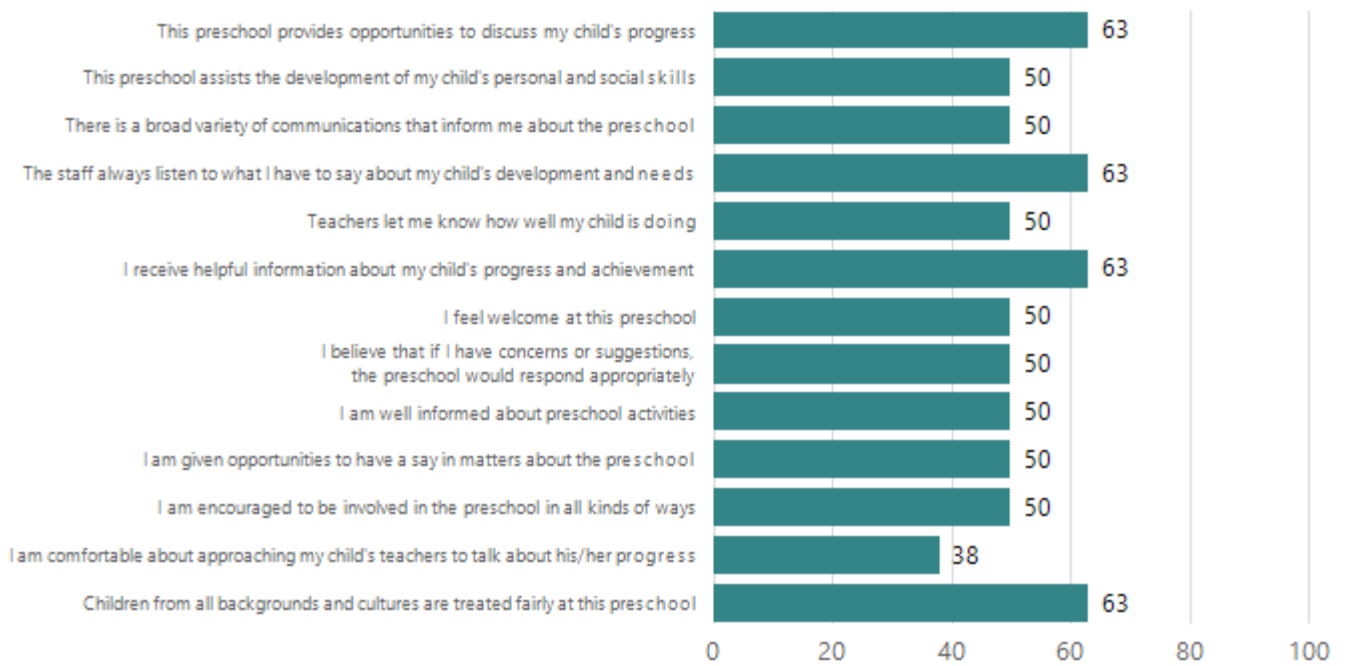
Support of Learning



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Relationships and Communication

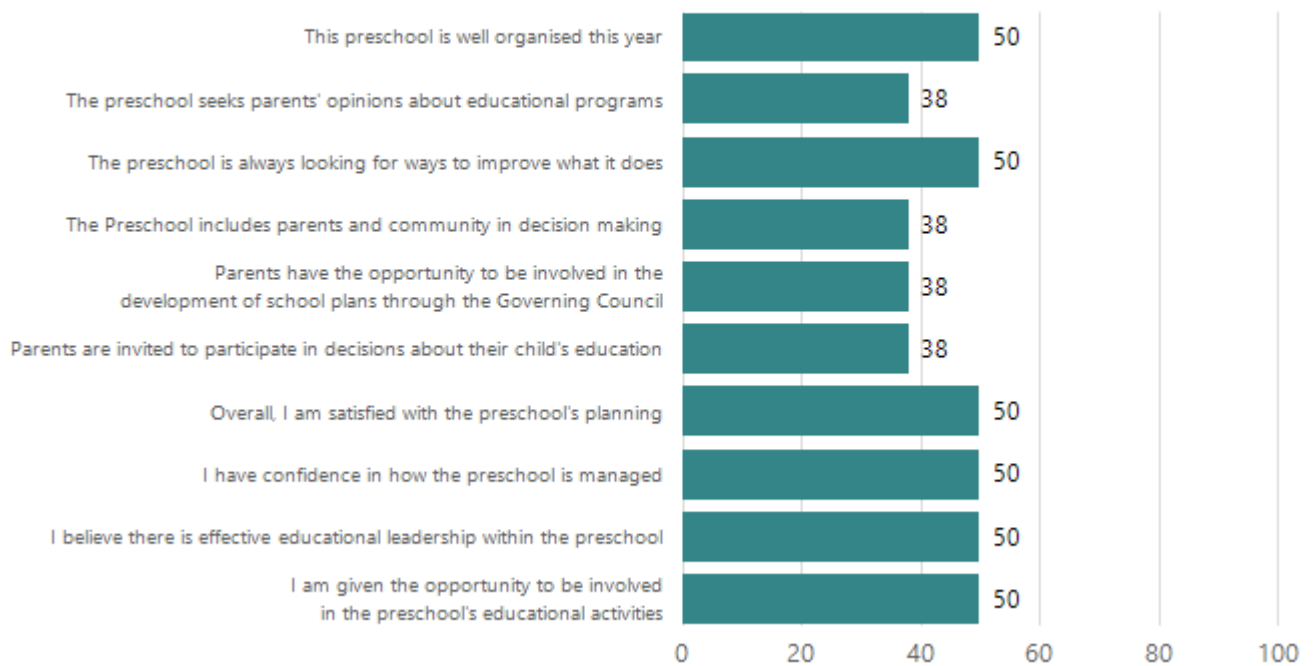
Proportion of agree/strongly agree responses (%)



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Leadership and Decision Making

Proportion of agree/strongly agree responses (%)

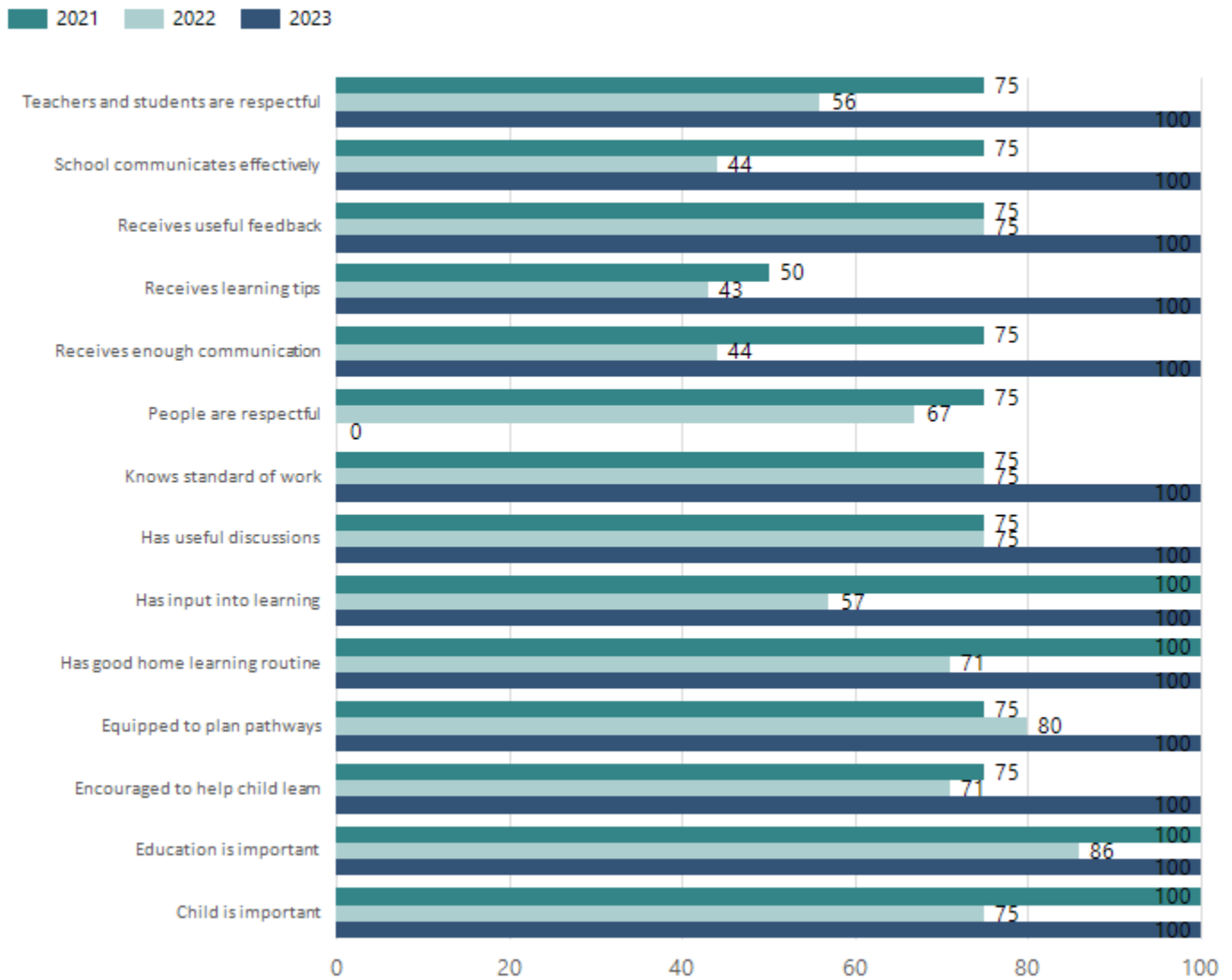


Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

The Director and her staff contacted families on a one-to-one basis and have a good result in terms of participation. There is still work to be done but it is good to have been able to include the Parent Voice. Not all children who attend the Preschool transfer into Carlton School but those who did participate in transition are settled young learners and going well. The parents/families have been relaxed in the ability to work with the school which is heartening.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Carlton families decided several years ago to forgo the lengthy online survey and developed their own survey which had been used for many years

19 Parents completed the survey

	Yes	No	Unsure
The school has high expectations	13	1	5
Teachers are enthusiastic in their teaching	14	2	3
There is an excellent learning environment	12	4	3
My child is happy at school	15	2	2
Students know how they should behave	14	2	3
There is a safe and secure environment	15	1	3
Students are encouraged to have pride in their work	16	2	1
I feel welcome	16	1	2
Students from all backgrounds and cultures are treated fairly	14	5	0
The staff always listen to me about my child's development & needs	14	2	3
My concerns or suggestions, are responded to appropriately	15	2	2
have confidence in how the school is managed	15	1	3
Parents can participate in decisions about their children's education	14	2	3

Some responses were teased out with parents who were willing to have a conversation as well as tick a box...Overall parents thought teachers were doing the best they could with this building which several felt needs upgrading. With all the things Leadership and staff have been doing in 2022 and now again in 2023 (especially the ACEO's) parent confidence in the school is increasing. Our parents genuinely want to talk with us about their children's learning and be a part of the decision making and those comments have been heard at PIE grant sessions and community hub as well as at special events..

Destination Schools

Feeder Schools (Site number - Name)	2021	2022	2023
0981 - Carlton School	42.1%	33.3%	42.9%
0990 - Augusta Park Primary School	26.3%	27.8%	
1396 - Flinders View Primary School	10.5%		
1399 - Port Augusta Special School			4.8%
9122 - Caritas College	5.3%	11.1%	4.8%
9999 - Unknown	15.8%	27.8%	47.6%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2023.

Intended Destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	82.0%
U - UNKNOWN	2	18.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	7
Postgraduate Qualifications	2

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Non-Teaching Staff		Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	6.2	7.1	1.0	7.9
Persons	9.0	10.0	1.0	8.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	2,7776,497.00
Grants: Commonwealth	88,214.00
Parent Contributions	1,163.00
Fund Raising	500.00
Other	2,834.00

Data Source: School supplied data.