2009 Annual School Report
Carrington

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

Carrington is a small, friendly school with strong community involvement. Our school is one of the oldest schools in Newcastle (established in 1873) and has many strong links with the community. The land itself is traditional Awabakal land and we acknowledge the original owners. Carrington is steeped in history and culture and has many third, fourth and even fifth generation students.

We pride ourselves on providing quality education for the individual child, maximising performance in all areas.

Our students are taught to value excellence, communication, environment, diversity and friendship and to demonstrate respect, responsibility, tolerance and a fair go for all in their daily actions.

Students

Carrington Public School is a small school with three teachers and approximately 60 students. 32% of these students are indigenous.

Staff

Carrington has 3 full time teachers who are all young and extremely dedicated. We also have 2 School Support Officers, a Support Teacher Learning Assistance, a Senior Administration Manager and a General Assistant. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

1. Spelling. Our school’s major focus this year was spelling. The staff reviewed 4 major spelling programs and our own school policy.

2. Technology. All classrooms are now equipped with an interactive whiteboard. Mr Metcalf has further developed his skills in using the Video Conferencing and Bridget to enhance student engagement and lesson delivery in the senior class.

3. Homework Club. Thanks to the generosity of Deb Atkinson and Natasha Hakaraia, Carrington School now has its own homework Club held at Firefly Forest Café every Monday afternoon. As well as providing a special learning environment and lots of helpers the café offers free afternoon tea and a juice for all students. The club has been a great success with a noticeable increase in completion of homework.

4. Chaplaincy Program. Miss Lindsay’s role is to provide support to the staff, students and community members in various forms. She offers counselling, social skills programs, family support and lots more. This program is an integral part of our school organisation. Miss Lindsay has built a wonderful reputation with the students and our community. Late in the year we were told that the funding has been extended for another year until 2012.

5. Aboriginal Education. In 2009 our school’s Indigenous student population increased to 35% on average across the year. Carrington was highly involved in many cultural celebrations – a detailed report on page 7.

6. Climate Cam. This year we received two more stars on our plaque – one for dual flush toilets and one for monitoring our water and energy.

7. Music Lessons. Music tuition continued this year with Mr Rolf teaching both keyboard and guitar during lunch time.
8. Dads in Education. This year we initiated a Dad's in Education Program. Read more about it on page 7.

9. Rotary Reading Tutors. Our wonderful volunteers have once again donated their valuable time to come and help each week for reading. We thank them for their continued support.

Student achievement in 2009

Due to a small cohort in both Year 3 and Yr 5 in 2009, we are unable to publish detailed results of the National Assessment Program; however, Carrington Public School outperformed other like-schools in all areas for both Yr 3 and Yr 5 except Yr 5 Numeracy. Our growth from Yr 3 to Yr 5 was also far above that of other schools and nearly double the average growth of the state.

Messages

Principal's message

It is my pleasure to present the 2009 Annual School Report. 2009 was another very successful year for Carrington Public School, with us once again achieving the greatest growth (from Yr 3-Yr 5) in the district for children in Reading, Writing and Overall Literacy and second in the district for Numeracy. Our focus for 2009 was to develop quality teaching programs in the core subjects of Literacy and Numeracy, demonstrate leadership in technology and improve the social and emotional environment of the school. I would like to congratulate the staff, students and community for helping us achieve these goals.

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.

Teeny Blatchford

P&C message

Well what a great year we had. As always we had a great Easter Hat Parade, Mother’s Day and Father’s Day stall and our annual Trivia Night raising around $ 2000 for the school. From that money, Kindergarten were able to purchase new blinds, the P&C purchased new learning tools from Total Learning and we were also able to donate money to the new Dads in Education Program.

Thankyou to all the helpers that make our stalls and functions such a success.

Donna Ramsay
P&C President

Student representative's message

It was an honour to be School Captain in 2009. I learnt so much about being a leader throughout the year. My jobs included organising and presenting assembly each week, representing the school at ANZAC Day, Harmony Day, Education Week and Presentation Day. I enjoyed helping the little kids and doing jobs for Mrs Blatchford and the teachers. I would like to say that I loved being a part of Carrington Public School. It is a great school and I will miss it very much.

Shar Hodges
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
As you can see by the graph, our school hit a peak enrolment 2 years ago, but have decreased gradually over the past two years. We have approximately an equal number of boys and girls and are expecting a large Kindergarten enrolment for 2010.

Management of non-attendance
Non-attendance has not been a problem for us in 2009. We have been able to achieve this result as a whole school by actively encouraging 100% attendance through newsletters and parent-teacher discussions and by teachers investigating any student absence greater than 3 days.

Class sizes
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</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2S</td>
<td>2</td>
<td>19</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>3-6M</td>
<td>3</td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>3-6M</td>
<td>4</td>
<td>4</td>
<td>15</td>
<td></td>
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<tr>
<td>3-6M</td>
<td>5</td>
<td>4</td>
<td>15</td>
<td></td>
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<tr>
<td>3-6M</td>
<td>6</td>
<td>2</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>K-1A</td>
<td>1</td>
<td>9</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>K-1A</td>
<td>K</td>
<td>8</td>
<td>17</td>
<td></td>
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</tbody>
</table>

Structure of classes
In 2009 we had 3 small classes, all with less than 20 students.

K-1 17 students
Yr 1-2 19 students
Yr 3/4/5/6 15 students

Staff information
2009 saw little variation to our staffing other than Ms Skehan (Yr 2) taking maternity leave at the end of Term 1. Ms Skehan was replaced by Ms Hoar until the end of the year.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2 days/wk</td>
</tr>
<tr>
<td>Counsellor</td>
<td>½ day/wk</td>
</tr>
<tr>
<td>Senior Administration Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Officer</td>
<td>1 day/wk</td>
</tr>
<tr>
<td>School Learning Support</td>
<td>19 hrs/wk</td>
</tr>
<tr>
<td>Officers</td>
<td></td>
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<tr>
<td>-------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>School Chaplain</td>
<td>2 days/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.

<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>25</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
</table>

**Income**

- Balance brought forward 39 778.54
- Global funds 63 675.44
- Tied funds 47 675.44
- School & community sources 18 975.86
- Interest 2 022.45
- Trust receipts 1 755.40
- Canteen 0.00
- **Total income** 174 182.35

**Expenditure**

- Teaching & learning
  - Key learning areas 2 131.89
  - Excursions 8 012.98
  - Extracurricular dissections 5 675.07
- Library 2 250.01
- Training & development 491.93
- Tied funds 61 632.02
- Casual relief teachers 1 710.25
- Administration & office 28 423.35
- School-operated canteen 0.00
- Utilities 8 654.17
- Maintenance 4 520.47
- Trust accounts 2 437.45
- Capital programs 10 087.16
- **Total expenditure** 136 026.75
- **Balance carried forward** 38 155.60

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.

**School performance 2009**

**Achievements**

**Arts**

We were very lucky to have the talented Ms Hoar on staff. Ms Hoar is very involved in local theatre productions and introduced lunchtime choir lessons in Term 3 and 4. The choir performed two songs on Presentation Day. The whole school also performed two songs on Remembrance Day at the Connolly Park service. Music lessons at lunchtime for keyboard and guitar also continued in 2009 with strong participation rates.

Throughout the year, all classes regularly presented items at our weekly assemblies, giving all students a chance to practise their public speaking skills. All classes also performed a short play at the end of year presentation day.

**Sport**

2010 was another successful year for sport at Carrington Public School. On a school level Collins won the swimming carnival, with Shar Hodges being awarded Senior Girls’ Champion, Jack Gore, the Junior Boys’ Champion and Chloe Ruse the Junior Girls Champion. McLagan won the sports carnival with Shar Hodges again winning the Senior Girls’ Champion, Thomas Eastick Senior Boys’ champion, Jorji Grimston Junior Girls’ Champion and Jack Gore Junior Boys’ Champion. Both events were small but still hotly contested with all children having a great time.

In October we participated in the Newcastle Small Schools athletics carnival along with Fern Bay, Islington, Hamilton North and Hunter School of Performing Arts. We also participated in the Footy For Life program again, with all boys enjoying their Friday afternoon football game. We participated in the Zone soccer day, Oz-Tag and touch football gala days, as well as visits from Northern NSW Soccer and the Knights. We played cricket against Newcastle East and got thoroughly beaten, however, in saying that I would like to say how proud the school is of all the students who participated. We
often played against students much older than us but we never let that get in our way. Congratulations to all the students who represented the school at various zone carnivals, with representatives in the Zone Rugby Union Team, and the Zone Athletics carnival.

Swimming Carnival

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)

Due to privacy legislation ten or more students must complete the NAPLAN testing for individual school percentages in each band; the three-year school average; and, average growth information to be publicly reported. At Carrington PS there were four students in Year 3 and four students in Year 5 that sat the NAPLAN test in 2009. Therefore, because there is insufficient data to draw comparisons, results cannot be advised in this report. All parents have been advised of their child’s achievements. Should parents require any further advice or information regarding their child’s performance, they have been urged to contact the school principal.

NAPLAN Year 3

Due to a small cohort (4 students) sitting for NAPLAN in 2009, we are not allowed to give a detailed report of results.

NAPLAN Year 5

Due to a small cohort (4 students) sitting for NAPLAN in 2009, we are not allowed to give a detailed report of results.

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

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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</tbody>
</table>
**Significant programs and initiatives**

**Aboriginal education**

Having anywhere up to 42% Indigenous students throughout the year, Carrington School is highly involved in Aboriginal Education. Mrs Blatchford is the Aboriginal Contact person for Newcastle High School and its feeder schools. She is also the Area Contact for Dare to Lead, a commonwealth funded national project with a focus on improving educational outcomes for Indigenous students.

With the help of Brooke Kenny and Michael Heitenmeyer from Hunter Aboriginal Children’s Service’s our students experienced a wonderful NAIDOC day celebration that included learning Aboriginal dance, painting boomerangs and listening to Dreamtime stories. They also marched in the Regional NAIDOC march in Newcastle and enjoyed the free activities at the foreshore for the rest of the afternoon.

Our whole school also joined a combined excursion for all Indigenous students in Newcastle, attending Yamuloong Bush Tucker Gardens for a day of cultural activities and bush Tucker treats.

All Indigenous students and their parents have participated in developing their own Personalised Learning Plan that highlights their strengths and weaknesses and outlines goals for their education.

**Multicultural education**

Our school endeavours to promote understanding and tolerance in our society in all Key Learning Areas. In classrooms, students learn about the culture and customs of different countries throughout the world. In Term 4, Year 2 studied Asian Countries and had a special Chinese meal to celebrate. Yr 3-6 studied the flags of different countries and Kindergarten and Year 1 studied festivals and celebrations held around the world.

**Respect and responsibility**

Values education continues to be taught as part of the R.F.F. (Release from Face to Face teaching) program. Each class receives a half hour lesson per week based on the State Government’s “Values in NSW Public Schools” document.

**Dads In Education**

2009 saw the implementation of our Dads in Education project. The staff worked with a lecturer from Newcastle University to design a program that would increase the involvement of fathers in their child’s education.

Our first event was a bike day where dads, granddads, uncles and brothers all came along on their bikes and joined the school for a ride around Carrington. Our next event was a fishing afternoon. Despite that fact that the fish weren’t biting, we had a fabulous day. Both events were very well attended.

**Priority Schools Program**

Carrington receives additional funding through the PSP which supports schools in low-economic communities. This funding is equity funding which enables the school to provide enhanced teaching and learning, particularly in the areas of Literacy and Numeracy.
At Carrington the PSP funding enables us to increase our Learning Support Teacher and School Learning Support Officer time. It also enabled us to purchase 6 laptops.

National School Pride

To lessen the impact of the global economic crisis in Australia, the Federal Government announced two stimulus packages that would greatly enhance schools all across Australia. The first was National School Pride and the second was Schools for the 21st Century. Both come under the title of Building the Education Revolution or BER.

In term 3 we received $70,000 to refurbish our toilet block. With this money we were able to install new toilets and dividers in both the girls’ and boys’ toilets and have them both repainted.

We have been approved for round 3 of the Schools for the 21st Century package and will receive $850,000 to build a new school hall in 2010.

Excursions

Dizzyland

Thanks to the amazing generosity of Mr Charles Webster and his Chuck-a-Duck children’s charity, the whole school enjoyed a free day of fun at Dizzyland.

Canberra

In October Yr 5 and 6 joined the senior class from Islington to head off on their biannual trip to the Nation’s Capital. This year, as our numbers were particularly small, we took our own school bus. The students had a fabulous time and got to experience some wonderful places and events such as Questacon, CSIRO, Parliament House and the Governor General’s residence.

Fun Days

Easter Hat Parade  Scripture Play

School Disco  Book Week
Progress on 2009 targets

Target 1

Improved student results in NAPLAN
Strategies to achieve this target include:

- Teacher’s knowledge of QT systematically revised and assessed through staff meetings and lesson observations
- Teachers up-skilled in teaching spelling
- Best Start and NAPLAN results reviewed by all staff and PSP consultant.
- PLP’s for all Aboriginal students
- IEP’s for all students with learning difficulties
- Graded maths groups
- Application for Designated STLA for Yr 2 students below grade level
- Purchase 6 laptops for group work

Our achievements include

- 2009 75% of Year 3 students in Band 4 or above for Literacy
- 2009 75% of Year 3 students in Band 4 or above for Numeracy
- 2009 75% of Year 5 students in Band 6 or above for Literacy
- We did not achieve our target for Yr 5 Numeracy

Target 2

Carrington Public School demonstrates leadership in technology.
Strategies to achieve this target include:

- Develop skills checklist for technology
- Teachers attend TPL courses to address any weaknesses
- Aquire Smartboard for Kinder room
- Employ Computer Technician for 3hrs per week
- Purchase a scanner
- Organise a small schools’ GATs day for technology
- Offer staff development for neighbouring schools

Our achievements include

- 2009 All teachers and senior students competent in using Web 2.0 technology
- 2009 All classes using Smartboard technology
- 2009 All teachers trained in Video Conferencing technology

Target 3

Improve the social and emotional environment of the school
Strategies to achieve this target include:

- School chaplain runs “Shine” and “Boyz2men” program for senior students
- Survey parents and students regarding bullying
- School chaplain to hold social skills classes
- Students are taught how to respond to bullying
- Values taught systematically across all classes
- Buddy systems set up
- School rules are regularly reinforced

Our achievements include

- A virtually violence free school.
- No major bullying incidents at all
- 90% reduction in bullying in the past 3 years

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 maths and student, staff and parent satisfaction.
Maths

Background
Carrington School performed extremely well in the NAPLAN for a school of our size and demographics, however, one area that stood out as needing improvement was Numeracy. This is not a new finding and has been an area of weakness for the past few years. In an effort to improve our outcomes in Numeracy we decided to survey parents, staff and students on their beliefs about maths.

Findings and conclusions
Unfortunately only 11 parents (17%) returned their surveys and therefore findings are an indication but not a true reflection of our community as a whole.

Parents:
100% of parents agreed that maths was an important skill for life after school, that their child enjoyed maths at school and that their child had improved at maths this year.
72 % believed that their child’s homework was at a suitable level and that their child was strong in the number strand.
63% believed that their child was strong in the space and measurement strands.
54% believed that they had a good understanding of the maths syllabus and would like to see parent workshops offered.

Senior Students
100% of students believed that it was important to learn maths.
57% said that they were good at maths and 33% were unsure. 20% said they were not good at maths.
80% said that their maths was improving and the remaining 20% were unsure.
85% said they ask for help if they need it.
57% said their teacher gives them extra help when they need it.

Students overwhelmingly believed they were better at the number strand than space and measurement. They also indicated a lack of confidence in division.

Junior students
100% of students liked maths groups.

58% believed they were good at maths.
83% thought they were getting better at maths and 75% of students said that their teachers explained things well.

Staff
All staff responded that they were confident in teaching all strands of maths. For 66% of teachers it was their favourite subject to teach. Teachers felt that maths is an extremely important part of the curriculum. Teachers indicated that our school does not have sufficient maths equipment to teach maths correctly.

Future directions
It was very positive that all surveyed understood the importance of maths and that over 80% believed that they were improving, however, it was of some concern that only approximately 58% of all students thought they were good at maths. This may be an honest reflection or it may be due to the fact that children do not like to boast. As confidence in a subject is one of the main indicators of success, we will have to work on changing these perceptions. We need to strengthen our focus on teaching division, purchase more maths equipment and hold information sessions for parents.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.

Parents (Only 11 parents (17%) returned the survey).
The responses were overwhelmingly positive. In fact, 12 out of the 16 question had a 100% positive response. These responses confirmed that the whole community feel that the school is attractive and well resourced, the school is connected to its community, parents are encouraged to contact the school, the students are the school’s main concern, the school maintains its focus on Literacy and Numeracy and offers challenging programs and the teachers are competent, set high standards and promote core values.
There was only one survey returned that disagreed with the 4 remaining statements; that the school is tolerant of all students, offers a range of extra-curricular activities, promotes its uniform policy and promotes a healthy lifestyle.

Staff

Staff were very positive in their responses, with 100% agreeing (all staff ticked either agree, somewhat agree or strongly agree) to the following statements –

- Carrington School is attractive and well resourced.
- The school is connected to its community.
- Parents find it easy to discuss their concerns.
- The students are the school’s main concern.
- Students at Carrington are well behaved and respectful.
- Fair discipline exists within the school.
- The school maintains a focus on Literacy and Numeracy
- I am supported and able to do my job well.
- I enjoy teaching at Carrington.
- Carrington is a good school.

The only statement that did not receive 100% agreement was that Carrington students achieve high academic standards.

Students (Only the senior classes Yr 2-6 were surveyed).

Once again a very positive response with the majority of questions getting 100% positive feedback. Students thought our school was attractive, friendly and fair. They believe the parents and staff work together, the teachers care for the students and they can get help if needed.

95% believed that the students are well behaved and respectful, they have learnt a lot this year, they enjoy coming to school and that Carrington School is a good school. It was interesting to note that the negative comments were all from one student.

Professional learning

All Professional Learning Funds were spent in accordance with audit requirements and are linked to achieving our targets as set out in our school plan.

All staff participated in Professional Learning throughout the year, covering topics such as Best Start, CPR, Anaphylaxis, Tourette’s Syndrome, Drug Education and Pirrozo’s Learning Systems.

School development 2009 – 2011

Targets for 2010

Target 1

Improved student results in NAPLAN

Strategies to achieve this target include:

- Teacher’s knowledge of QT systematically revised and assessed through staff meetings and lesson observations
- K-2 teachers involved in Targeted Numeracy teaching (TNT) Program
- Best Start and NAPLAN results reviewed by all staff and PSP consultant.
- Literacy and Numeracy groups based on Best Start/NAPLAN results
- PLP’s for all Aboriginal students
- IEP’s for all students with learning difficulties
- Graded maths groups
- Parent information evenings
- STLA to work in class with small groups
- Designated STLA for Yr 3 students
- Increase STLA time ½ day per week

Our success will be measured by:

- 50% of Yr 3 students above band 4 in Literacy and Numeracy in NAPLAN
- 60% of Yr 5 students in band 6 or above for Literacy
- 50% of Yr 5 students in band 6 or above for Numeracy
Target 2

Carrington Public School demonstrates leadership in technology.

Strategies to achieve this target include
- School technology scope and sequence developed
- Develop skills checklist for technology
- Teachers attend TPL courses to address any weaknesses
- Staff meetings focus on Technology
- Employ Computer Technician for 3hrs per week
- Educate students in internet protocol and cyber bullying.
- Educate parents in security of school e-mail and web-access
- Purchase educational software to support learning
- Organise a small schools’ GATs day for technology
- Offer staff development for neighbouring schools

Our success will be measured by:
- School has new technology Scope and Sequence which encompasses learning to use Web 2.0 tools
- 2010 Carrington holds staff development days for neighbouring schools

Target 3

Students speak respectfully at all times to all people.

Strategies to achieve this target include:
- Target identified offenders and their behaviours
- School chaplain to hold social skills classes
- Teachers attend TPL on behaviour and bullying in particular
- Values taught systematically across all classes
- Buddy systems set up

Our success will be measured by:
- All children get along well with others in the playground
- There are no issues of bullying

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.

Teeny Blatchford: Principal
Richard Metcalf: Teacher
Donna Ramsay: President P&C

School contact information
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School Code: 1518

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: