



# Annual Report 2017



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## Overview

Carson Street School is an extraordinary school community that is committed to values that support professional excellence, cooperation and respect.

We are the state's only Education Support Primary School and we provide quality educational programs for children with disabilities aged from 0 to 11 years old.

Our early intervention and school aged programs promote children's learning by applying holistic approaches that are responsive to each child's strengths, abilities and interests.



The school became an Independent Public School in 2010. Subsequent Independent Public School Reviews provided overwhelmingly positive feedback and commendations for the exemplary processes and practices we undertake to ensure every child has a positive, happy and rewarding school experience.

## Our Beliefs

All children can learn.

All children have a voice.

Individualised programming and learning is essential to achievement and wellbeing.

Every child deserves a happy and rewarding school experience that helps them to engage, connect and belong to their community.

## Our Purpose: *Empowering Students for Life*

Empowering all students to become successful learners who engage, connect and belong to their community.

## Our Mission: *Helping Every Child Shine*

Expert staff and exceptional programs – helping every child to shine.

## School Priorities

Communication and Language

Social and Emotional Development

Educational Assessment, School Assessment and Accountability

## Our Values

The Carson Street community values diversity and believes a safe and happy teaching and learning environment provides inclusively for all students.

We believe that values provide us with a guiding framework that helps us to distinguish between what is right or wrong and to make good choices. We use the **Six Kinds of Best Values Framework by David Koutsoukis** as a platform to integrate the core values within the values for Australian Schooling and the Curriculum Framework. These are:

*A pursuit of knowledge and a commitment to the achievement of potential:*

**Be the Learning Kind**

**Be the Achieving Kind**

*Self-acceptance and respect of self:*

**Be Kind to Yourself**

*Respect and concern for others and their rights:*

**Be Kind to others**

*Social and civic responsibility:*

**Be the Community Kind**

*Environmental responsibility:*

**Be Kind to the Environment**



## Delivery and Performance Agreement

Under the operational requirements of an Independent Public School, all schools must prepare and implement a Delivery and Performance Agreement (DPA) which provides the framework to assess the school's performance and accountability for the life of the agreement. The DPA is signed by the Principal, Chair of the School Board and Director General. The DPA is developed as a three (3) year, ongoing agreement.



This agreement identifies:

- a) the resources the school will receive;
- b) support that will be provided;
- c) programs it will be contracted to deliver;
- d) student achievement and how it will be monitored;
- e) the performance and accountability of the school over the life of the agreement.

The following are a list of reporting areas and what the school has done in each area to meet the requirements.

### 1. Teaching and Learning

Students are encouraged and supported to make choices, accept challenges, manage change and cope with frustration and the unexpected. A school-wide approach to Positive Behaviour Support and Augmentative and Alternative Communication are strategies supporting these outcomes for our students. Sensory integration is an important curriculum component for students with sensory processing difficulties. Assisting children to increase their capacity to understand, self-regulate and manage their emotions is an important factor in developing their social and emotional well-being.

The school has a strong focus on developing each student's ability to take increasing responsibility with their self-help and basic health and hygiene routines. Encouragement and a sense of accomplishment are embedded into these programs.



## 2. Student Performance

Targeted student performance is monitored against documented plans designed for individual students. This process involves the collection and collation of data linked to individual, class and whole school priorities. A range of formative and summative assessment formats are used to monitor children's progress against individualised targets. Formative assessment includes observation, class work and anecdotal evidence. Summative assessment tools include skills checklists, standardised assessments and a software tool called BSquared that is designed to provide summative assessment on lateral progressions called PScalcs which are used by the Department of Education.

## 3. Resourcing and Support

The school has created an organisational structure that reflects the school's values and effective management systems and processes. We use data and staff expertise to identify and respond to student needs with the allocation of staff and resources.

Learning priorities are identified and the school manages available resources to support learning and teaching in these areas. Budgets that support the development of these areas are aligned accordingly.

The school has identified key areas of focus for student learning and development. The following learning areas have a direct and specific relevance to the educational needs of our students:

1. Communication
2. Behaviour
3. Mobility
4. Information, Communication and Technology (Assistive technology)
5. Early intervention
6. Literacy



#### 4. School Business Plan

The School Business Plan was developed in consultation with staff and School Board for the period 2016 – 2018. Regular reports on targets/ progress are provided to the Board by the Principal. It provides an explicit agenda for improvement and forms part of a suite of documents including Operational Plans, Learning Area Plans, Workforce Plan and the Delivery and Performance Agreement.

The Business Plan outlines the strategic directions for the future that will support our students to be confident and involved learners who have a strong sense of wellbeing.



#### 5. Program Delivery

The school sets high expectations for student learning. The culture of the school is to support and challenge students in all aspects of their development. Individualised programming is essential and we believe every day provides a learning opportunity. The school is highly innovative in its approach to the design and management of teaching practices that supports high quality teaching and learning experiences for students with the highest educational needs.

#### 6. Compliance

Carson Street School acknowledges High Performance-High Care the Strategic Plan for WA Public Schools 2016-2018, Focus 2017-Directions for Schools and *Progressing Classroom First*. These documents provide a broad, underlying framework for the whole school planning and assessment cycle. Planning is based on the shared beliefs about the learning environment the school should provide and how learning for *all* students can be supported at Carson Street.

The school complies with all legislation and agreements (State and Commonwealth) as well as Industrial awards.

System requirements are carried out as per policies (Attendance, Finance, HR, Curriculum, OSH) and reported as per Program Delivery component. The school is independently reviewed in the final year of the DPA with the report made public. Consequently we were reviewed for the second time in 2016.

## Highlights of the School Year



The 2017 Summer Holiday Program provided a wonderful opportunity for our students to catch up with each other during the holiday break. We thank our sponsors: Town of Victoria Park, Perth Airport, Inger Rice Foundation and the City of South Perth for their donations which made the program possible.

Throughout 2017 the school community celebrated our school values 'The Rainbow Way'. Students and staff have participated in a variety of values based activities that were both stimulating and appealing. The Rainbow Way encourages us all to be the best we can be and to celebrate our successes.

The P&C School Fun Day included a variety of activities including pony rides, face painting, a farm yard experience and a sausage sizzle. This annual event is organised by Liz Green and the P&C and is thoroughly enjoyed by students, families and staff.

Book Week provided an opportunity for students and staff to dress as their favourite character. The Library became the focal area of the school and all classes enjoyed reading a variety of award winning stories.

Science Week was a special event where all students were involved with 'Rainbow Science'. A variety of rainbow based science activities provided wonderful learning opportunities for everyone.



To provide students with the opportunity to 'have a voice' with school planning a Student Council was established. Council members take on roles and



responsibilities including ideas for improving play areas and school facilities and with organising a special day for students each term. The Council's 'Pie and Movie' day raised funds for a local wildlife rehabilitation centre.



After 17 years of service the Snoopy bus was retired. Fortunately we were able to arrange a new lease and Snoopy 2 is now in regular use. Snoopy 2 is used for community access by a number of local education support facilities in the district as well as Carson Street School.

A Naturescape play area was established in the early year's playground. This play area provides an excellent play experience and has become a popular resource.

Thanks to the fundraising expertise of the P&C we have a new AbilityWhirl roundabout in the main play area. The AbilityWhirl is accessible to children of all abilities with easy access for wheelchairs, standing space and support rings.

Another enhancement to the main play area was a Creative Community Project that was sponsored through Song Room and involved a local professional visual artist who worked with a parent group to create six interactive panels.

The school's staffroom and assembly area were refurbished. Staff were pleasantly surprised upon their return to school with facilities that meet the needs of our school community.

The ANZAC Ceremony was enthusiastically led by the Belmay Satellite class and was an important occasion for our students. Guests included Kelvin Liddiard, President of the local RSL and the Patriots Motor Cycle Club.



A new transportable classroom, named Rose Gum by the student council, was ready for use at

the beginning of the school year.

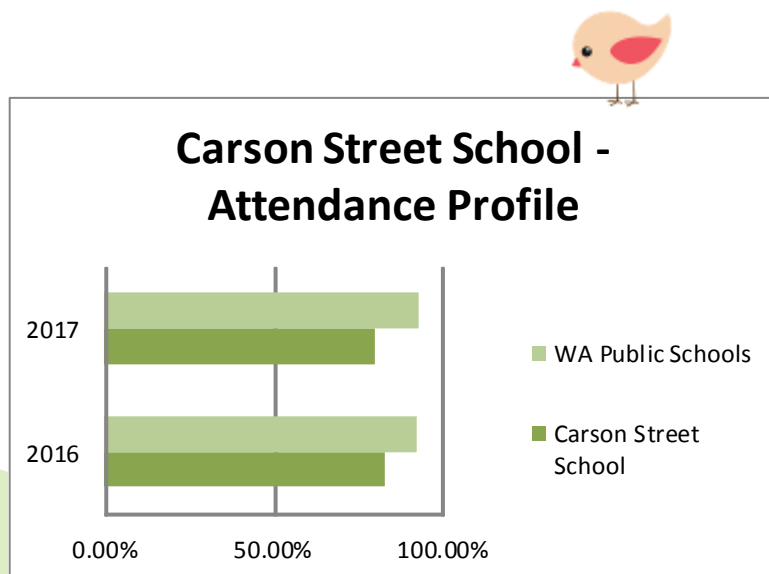
A special highlight of the school year is the Graduation of Year 6 students and the accompanying School Concert. Seven students graduated to high school and we wish them well with their school careers.

After 25 years of service as Principal of Carson Street School, John Exeter retired at the conclusion of the school year. John's retirement celebration was held on the Carson Street campus and attended by a crowd of well-wishers including Sue Cuneo, Regional Executive Director, the Hon. Ben Wyatt MLA, the Hon. Kate Doust MLC, the Town of Victoria Park Mayor, Trevor Vaughan and School Board Chair, Mr Les Ozsdolay. John's family, friends and colleagues shared this special event and paid tribute to John's passion and commitment to the students, families and school communities he has been involved with throughout his career.



John was presented with a Valedictory Letter, certificate and medallion by Sue Cuneo on behalf of the Director General of Education, Sharyn O'Neill. Earlier in the term John became a recipient of an 'Outstanding Professional Service Award' from the Professional Teaching Council of WA. We wish John well in his retirement and thank him for his exceptional contribution to Carson Street School.

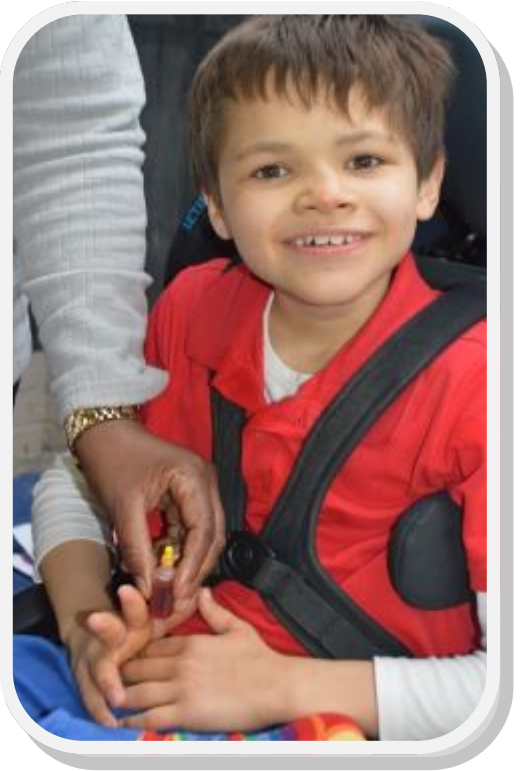
## Student Attendance



## National School Improvement Tool

The Carson Street self-assessment process is continuous and comprehensive with a focus on high expectations in student and staff performance within a culture of support and safety that promotes student wellbeing and respectful relationships.

Our school improvement cycle is an ongoing process with school-wide targets that have been set and communicated to school leaders and teachers with accompanying timelines. We assess this data and other evidence related to student achievement and operational planning and act to implement planned strategies.



*The National School Improvement Tool (ACER 2013)*

has been utilised to review and reflect on our school's efforts to improve the quality of classroom teaching and learning. The school anticipates that this tool will continue to be used throughout in the next review cycle in order to support reflection upon current practice, areas for improvement and evidence that progress is being made.

### Dimension 1: **An explicit improvement agenda**

The school's leadership team are committed to the belief that all students deserve quality educational programs. School leaders apply their knowledge of contemporary research and developments in pedagogy, curriculum, assessment and reporting and student wellbeing to the needs of our school. This includes the management of performance within the school and strategies to improve practice.

The Principal and school leaders work collaboratively with the School Board, the Parent and Citizens Association and the Conductive Education Charity WA to increase their understanding in education policy, trends and developments and how this information can be applied to improve educational opportunities in the school. Positive working relationships exist between the Principal, School Board and other school and community leaders.

## Dimension 2: **Analysis and discussion of data**

The school uses a variety of strategies to collect, document, organise, synthesise and interpret information to assess children's learning and to understand how they learn best. The diversity and the complexity of needs of our students necessitate assessments that are relevant and responsive to the physical and intellectual capabilities of each child. Analysis and discussion of assessment data at Carson Street is underpinned with an acknowledgement of each child's abilities and strength.

When analysing student performance data teachers also consider the information received from therapists, health professionals, school psychologists and student service teams including SSEND Teacher Consultants. By using a range of assessment methodology teachers are better able to identify students who are not responding to their learning program and are then able to search for better ways of teaching.

## Dimension 3: **A culture that promotes learning**

Individualised and whole school learning programs and strategies are designed to challenge and support. Students are rewarded for their attempts and achievements and we share success with families in a variety of ways including school assemblies, student awards, community awards and special events.

Teachers, support staff and the school chaplain ensure the explicit teaching of the school values to all students and there is a high expectation that all staff model and promote pro-social values and expectations for behaviour in accordance with these values. The Six Kinds of Best Values Framework is used by the school as a

platform for Values Education.



Students are encouraged and supported to make choices, accept challenges, manage change and cope with frustration and the unexpected. A school-wide approach to Positive Behaviour Support and



Augmentative and Alternative Communication are strategies supporting these outcomes for our students. Sensory integration is an important curriculum component for students with sensory processing difficulties. Assisting children to increase their capacity to understand, self-regulate and manage their emotions is an important factor in developing their social and emotional well-being.



#### Dimension 4: **Targeted use of school resources**

In order to make best use of the school's physical environment we continue to modify and improve the schools facilities. The recent addition of new transportable buildings including 'Rose Gum' has ensured the 0-4 Early Intervention programs and Early Childhood programs have the space and facilities required to meet the Physical Environment Standard in the National Quality Standards for early childhood.

In the area of communication for students with little or no speech Carson Street has a highly trained and accredited communication coordinator. During 2017 the school employed a Speech Therapist to assist rigour in this area of development.

#### Dimension 5: **An expert teaching team**

Teachers and Education Assistants are encouraged to participate in professional courses that align with school priorities and goals. From these experiences, they share new knowledge and potentially useful strategies with other staff.

Appropriate whole school development is used to build the capacity of administrative staff, teachers, non-teaching and school support staff. The majority of staff training relates to academic development, classroom management, health care and to the welfare of students and staff. Staff readily share information and reflect upon their knowledge and expertise. Staff are encouraged to actively contribute to the professional learning climate within the school. They strive to improve their instructional approaches and classroom strategies to benefit students.

## Dimension 6: **Systemic curriculum development**

The school sets high expectations for student learning. The culture of the school is to support and challenge students in all aspects of their development. Individualised programming is essential and we believe every day provides a learning opportunity.

The school is highly innovative in its approach to the design and management of teaching practice that supports high quality teaching and learning experiences for students with the highest educational needs.

The implementation of the Australian Curriculum and the Early Years Learning Framework has provided an opportunity to investigate current curriculum content and how it can be used to respond to the needs of our students within an educational context.

The school has made a collective decision to focus the development of teaching and learning programs upon the domains in the *Early Years Learning Framework (EYLF)*. The *EYLF* provides developmentally appropriate content and strategies in teaching and learning programs for young children with special educational needs.

## Dimension 7: **Differentiated teaching and learning**

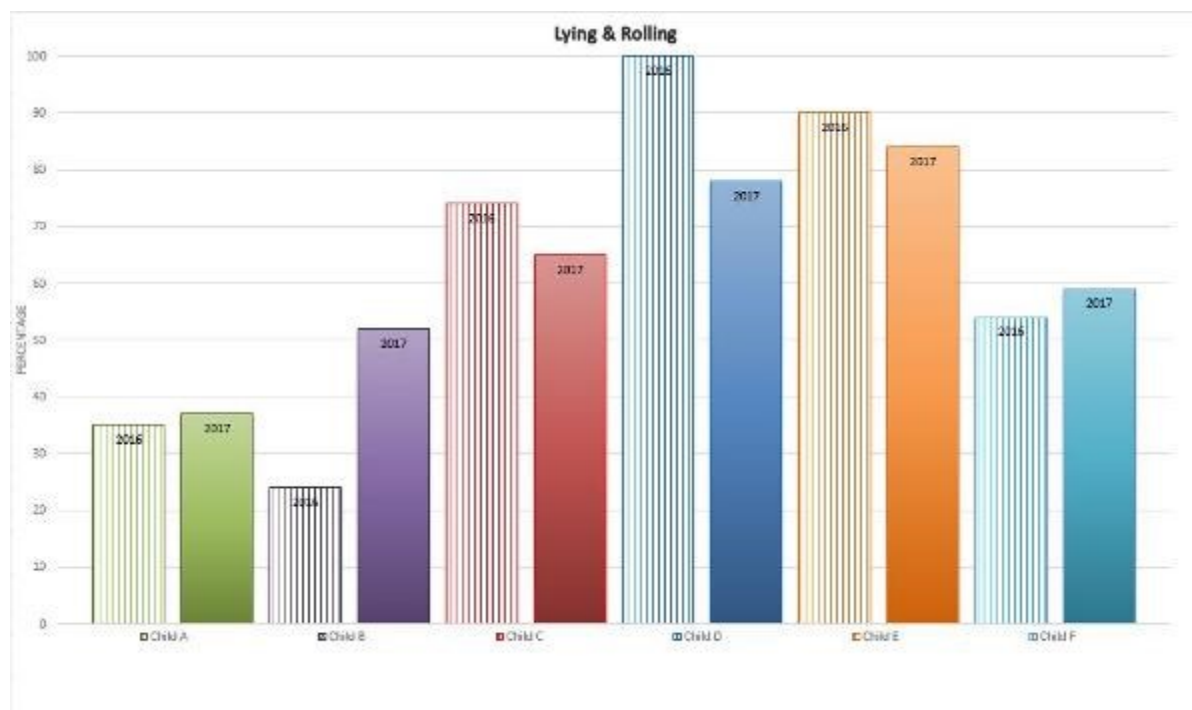
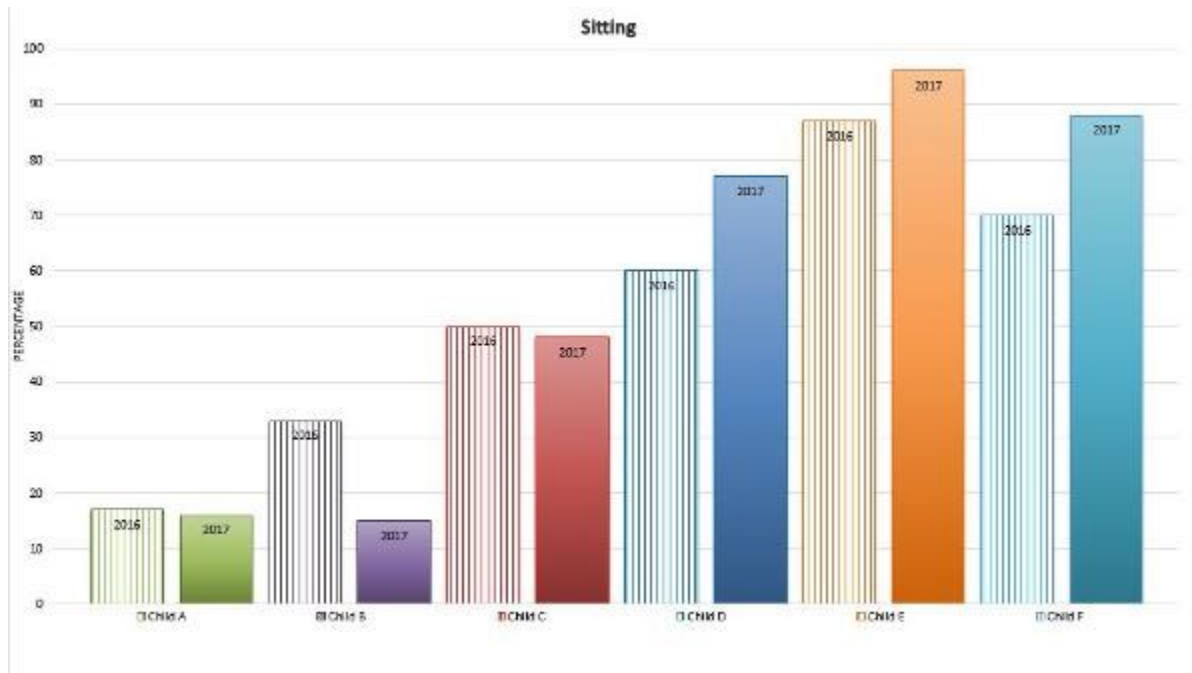
The school maintains an inclusive learning environment that encourages teachers to explore new and productive approaches to engage and support our students. Teachers are provided with opportunities to share their classroom practices and strategies with each other and their education assistant teams.

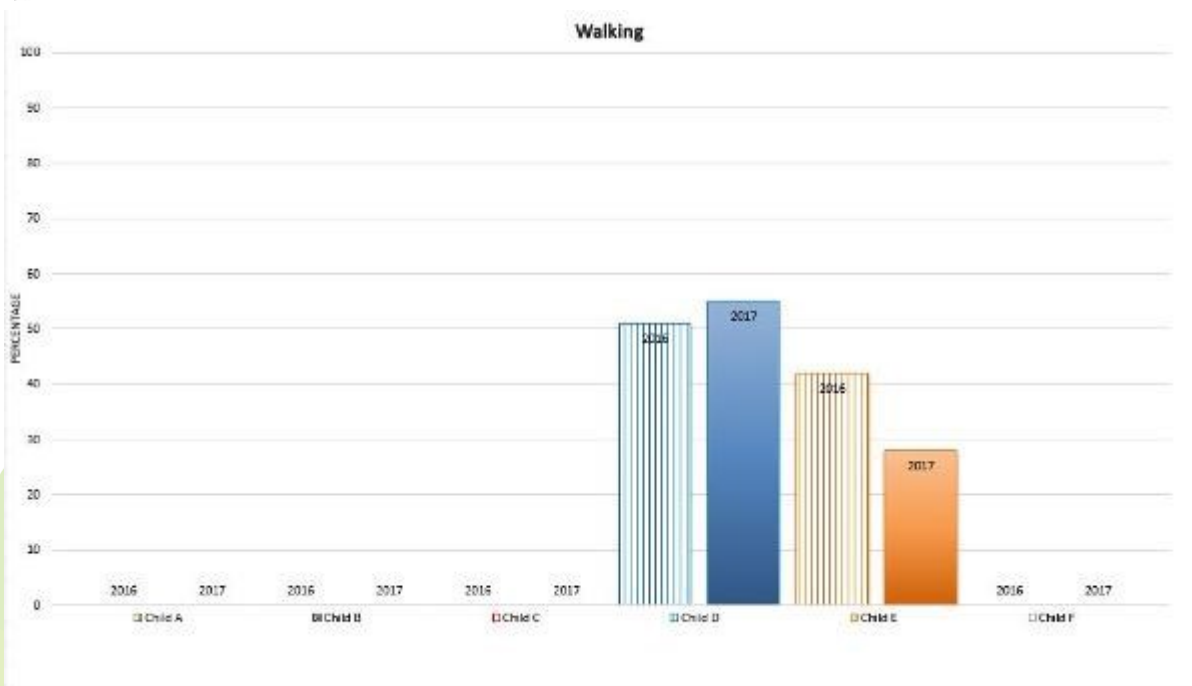
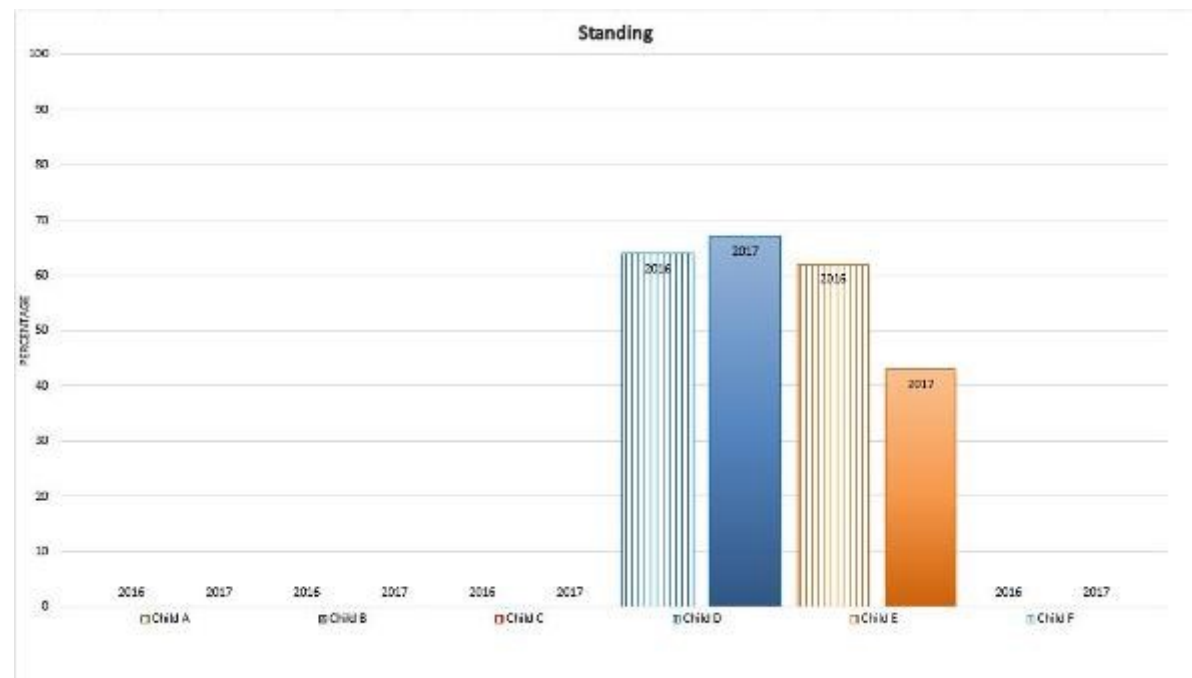
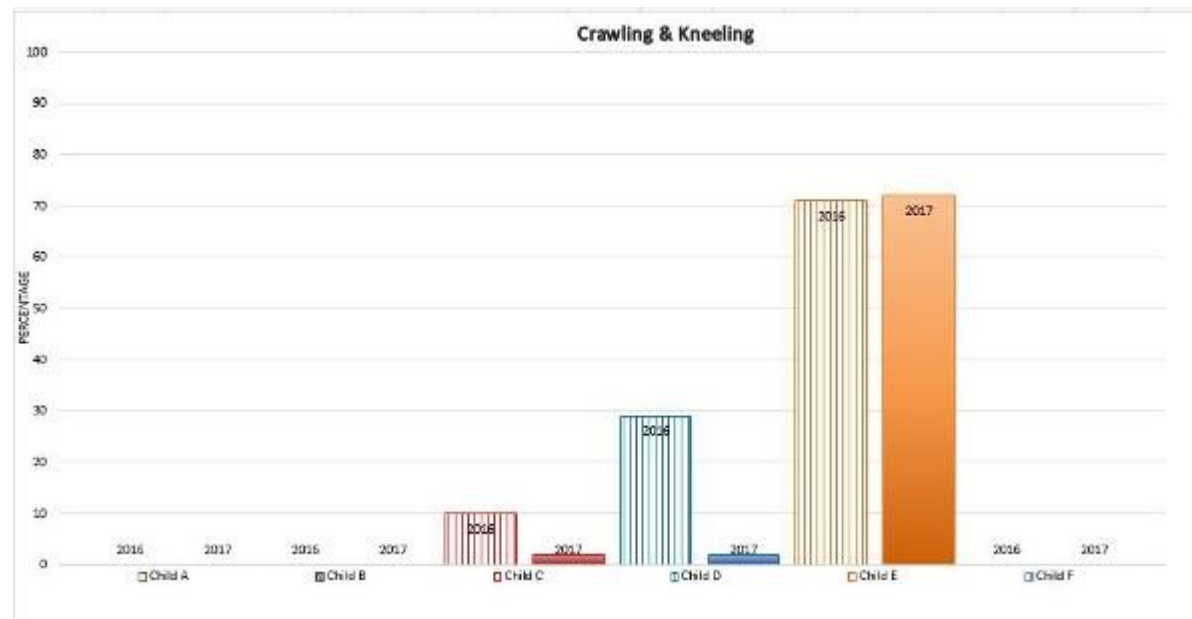
In order to ensure students have appropriately engaging and challenging classroom

activities to meet the learning needs, levels of readiness and interests of each student, we use a range of assessment tools to ascertain progress and achievement. Evaluation and assessment is linked to each student's IEP and individual profile. From this information we set appropriate, measureable goals.



## Gross Motor Function Measure 2016/2017





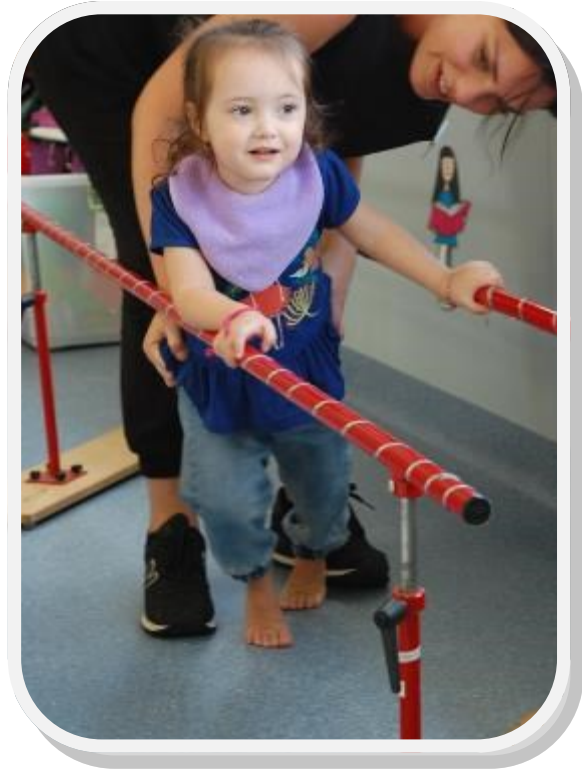


### Dimension 8: **Effective pedagogical practices**

In response to the knowledge that the teacher is at the centre of improving student learning, Carson Street strives to provide a reflective, collegiate school culture that supports high quality, innovative teaching, assessment and reporting practice. School leaders, teachers and non-teaching staff are encouraged to engage in professional learning and to work alongside each other to improve classroom practices.

Staff are provided with organisational and collegiate opportunities that are necessary to help teachers deliver a high quality curriculum. The following initiatives provide a forum for reflection and searching for better or more responsive ways for teaching every one of our students:

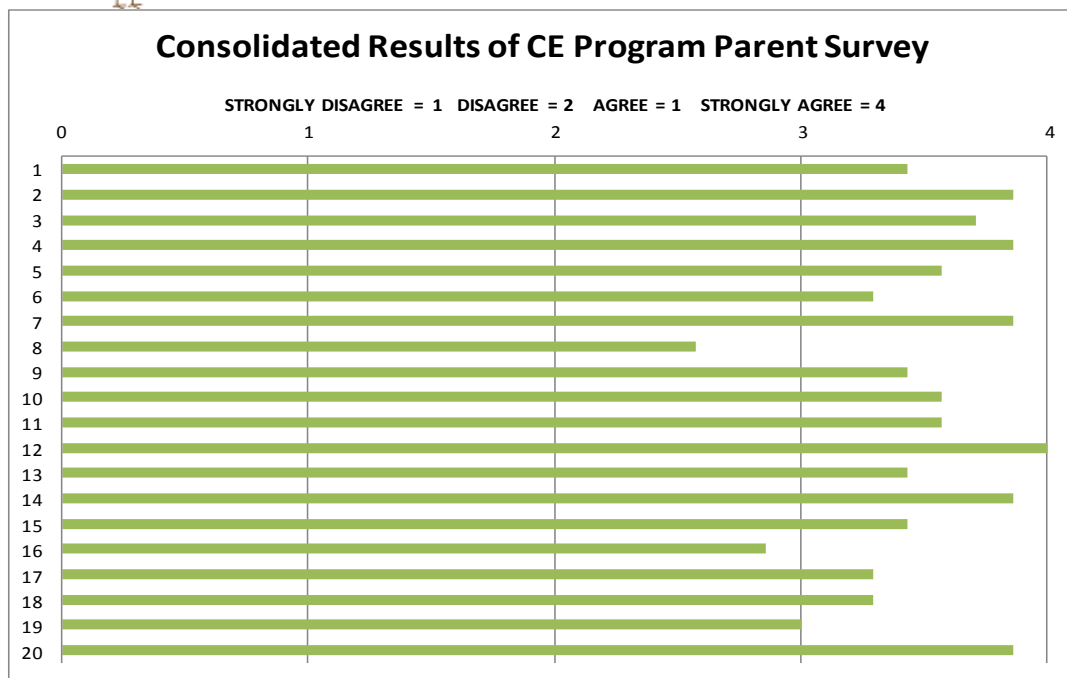
1. Professional Learning opportunities aligned with school priorities and Performance Management.
2. Performance Management aligned with school priorities and professional growth.
3. Collegiate forums where teachers have opportunities to engage with classroom teams, specialist teachers, Learning Area Coordinators and Operational Area Coordinators
4. Collaborative practices including coaching, mentoring, classroom observations and conferencing
5. Annual School Self-Assessment
6. Committees: Risk Assessment, Communication, Professional Learning
7. Education Support South Network
8. Connect Communities



## Dimension 9: **School-community partnerships**

The school has a long history of involving parents, families and the community in the education of its students. We believe that families are the first educators of their children and families will continue to influence their children's learning throughout their school career and beyond.

Carson Street is committed to building, maintaining and renewing partnerships with the community. The membership of the School Board has strong representations from the community including local business, a Member of Parliament, local council, the P&C and charities including Rotary and CECWA, a family centred charity for Conductive Education. The patron of our School for Parents is the President of the Legislative Council in WA.

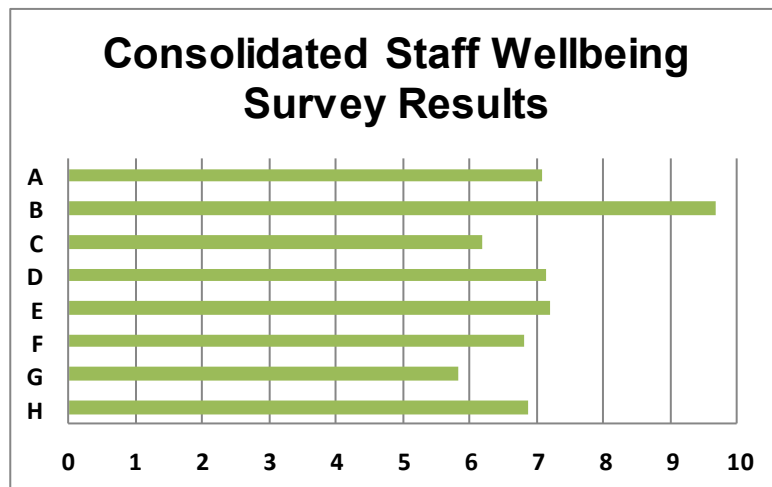


<b>Conductive Education Parent Survey Results</b> (out of 4)		Weighted Average
1	The Conductive Education program is well organised and runs smoothly	3.43
2	The CE program addresses my child's needs and promotes a 'can do' attitude	3.86
3	The program has realistic educational expectations of my child	3.71
4	My child's teacher/conductors have a thorough understanding of what they teach	3.86
5	The program assists with the development of my child's communication, cognitive, physical/motor skills, emotional, personal and social skills and encourages achievement across all of those areas	3.57
6	The program/class has all of the facilities, equipment and resources to meet my child's need	3.29
7	My child's teacher/conductors and EAs provide a stimulating learning environment and make class work interesting and enjoyable	3.86
8	The location of this program, i.e. at Carson Street School, is convenient for my family	2.57
9	The CE staff recognise the importance of communication and use my child's communication system or have introduced AAC for our use	3.43
10	We use what my child learns in class in our daily lives, outside of school	3.57
11	Being part of the CE program offers us the opportunity to meet and interact with other parents with similar issues to us	3.57
12	The staff are professional, committed, enthusiastic and offer a wealth of relevant information to families	4
13	The CE program offers opportunities for parents to learn new skills/gain knowledge through in class training / parent workshops / organised visits / general information etc.	3.43
14	The staff are approachable and offer information about my child's progress e.g. informal chats on a weekly basis, annual portfolio and written report	3.86
15	The staff value parents and see their opinions about educational programs and goals through annual Individual Conductive Education (ICE) goal meetings	3.43
16	The staff work collaboratively with my child's therapy providers / health professionals / visiting teachers etc. when appropriate	2.86
17	I am kept informed about the rest of the school community, via social media, newsletters, email and staff.	3.29
18	The private Parent & Child Facebook group is a useful form of communication that I use on a regular basis	3.29
19	If you do not use Facebook, do you feel you still receive information in a timely manner?	3
20	Overall, I am satisfied with my child's progress in the CE program	3.86

Staff Wellbeing Survey Results (out of 10)		Weighted Average
A	How do you currently rate your overall job satisfaction at CSS between 0 and 10? (where 0 is very dissatisfied and 10 is very satisfied)	7.10
B	Do you feel that your job challenges you enough?	9.70
C	How do you currently rate the level of morale at CSS between 0 and 10? (where 0 is very dissatisfied and 10 is very satisfied)	6.19
D	How respected do you feel by staff at CSS? (where 0 equals 'not respected' and 10 equals 'very respected')	7.14
E	How do you rate the level of trust between yourself and other staff at CSS between 0 and 10? (where 0 equals no trust and 10 is a high level of trust)	7.20
F	How do you currently rate the quality of communication at CSS between 0 and 10? (where 0 equals poor communication and 10 is excellent communication)	6.81
G	How would you rate the extent to which your input and feedback into decisions made at CSS is sought? (where 0 equates to 'no input or feedback sought' and 10 represents the opposite)	5.84
H	How would you rate your level of comfort in raising issues you may have in a team environment as a team or all staff meeting (where 0 equals not comfortable and 10 is very comfortable)	6.87







### Future directions

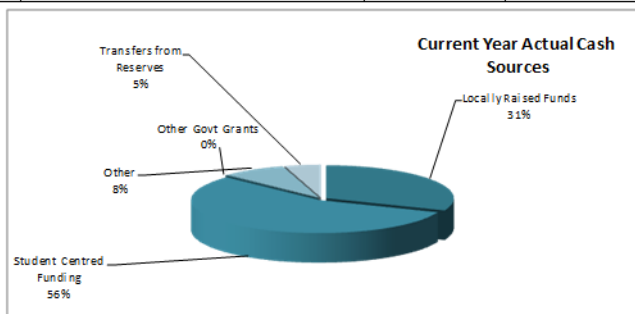
To further develop and embed the school culture, 'The Rainbow Way' through feedback staff, students and families.

To strengthen links to Kensington Secondary School in order to facilitate smooth transitions from primary school to the secondary setting.

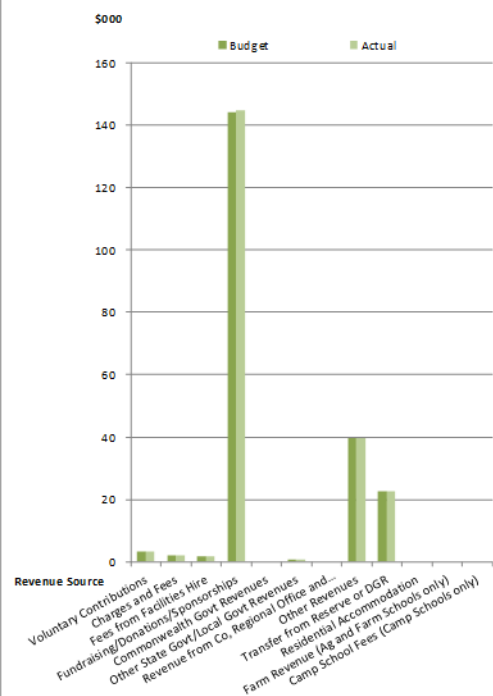
To continue our journey to become a school of excellence for empowering students with disabilities.

**Carson Street School**  
Financial Summary as at  
31 December 2017

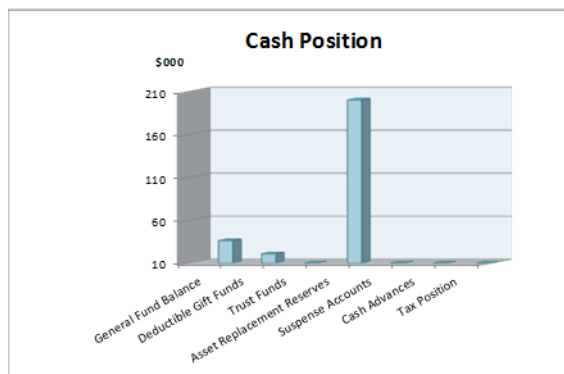
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 3,360.00	\$ 3,360.00
2	Charges and Fees	\$ 2,002.50	\$ 2,002.50
3	Fees from Facilities Hire	\$ 1,677.24	\$ 1,545.42
4	Fundraising/Donations/Sponsorships	\$ 144,267.97	\$ 144,667.97
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 660.00	\$ 660.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 39,752.47	\$ 39,708.40
9	Transfer from Reserve or DGR	\$ 22,495.57	\$ 22,495.57
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 214,215.75</b>	<b>\$ 214,439.86</b>
	<b>Opening Balance</b>	<b>\$ 138,904.61</b>	<b>\$ 138,904.61</b>
	<b>Student Centred Funding</b>	<b>\$ 273,370.00</b>	<b>\$ 273,370.00</b>
	<b>Total Cash Funds Available</b>	<b>\$ 626,490.36</b>	<b>\$ 626,714.47</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 626,490.36</b>	<b>\$ 626,714.47</b>



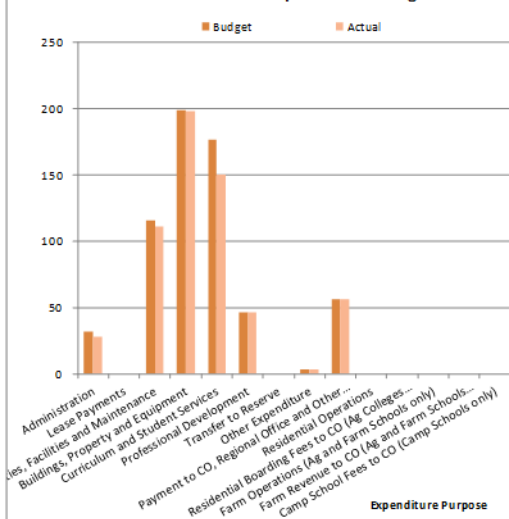
**Locally Generated Revenue - Budget vs Actual**



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 31,731.47	\$ 27,730.84
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 115,191.33	\$ 110,529.80
4	Buildings, Property and Equipment	\$ 198,441.74	\$ 197,687.27
5	Curriculum and Student Services	\$ 176,346.85	\$ 149,863.07
6	Professional Development	\$ 45,776.96	\$ 45,776.96
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 2,929.96	\$ 2,934.11
9	Payment to CO, Regional Office and Other Schools	\$ 56,018.18	\$ 56,017.76
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 626,436.49</b>	<b>\$ 590,539.81</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 626,436.49</b>	<b>\$ 590,539.81</b>
	<b>Cash Budget Variance</b>	<b>\$ 53.87</b>	<b>\$ -</b>



**Goods and Services Expenditure - Budget vs Actual**



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 257,093.20</b>
Made up of:	
1 General Fund Balance	\$ 36,174.66
2 Deductible Gift Funds	\$ 20,692.65
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 200,009.89
5 Suspense Accounts	\$ 2,810.00
6 Cash Advances	\$ 500.00
7 Tax Position	\$ 2,094.00
<b>Total Bank Balance</b>	<b>\$ 257,093.20</b>

## School Board Chairperson's Report 2017

### Carson St School Board members:

Board Chair	Les Ozsdolay
Principal	John Exeter/Ros Hamling
Deputy Principal	Ros Hamling/Janine Beattie
Co-opted Secretary/CFO	Corina Botica
Parent Representative	Liz Green – P & C President
Parent Representative	Lisa Wells
Parent Representative	Lisa Johnson
CECWA President	Linda Eaton/Shane Jez
Community Representative	Ben Wyatt MLA/Kate Doust MLC
Community Representative	Darryll Ashworth
Community Representative	Sue Carpenter
Community Representative	Lynne Anderson
Staff Representative	Shona Ballantyne
Staff Representative	Sara O'Neill

My sincere thanks and appreciation go to the Board members for their dedication and commitment to the school and our students. Thanks also to retiring Board members John Exeter, The Hon. Ben Wyatt and Linda Eaton (CECWA) for their ongoing support. Thank you, Linda and welcome back Shane Jez, as the new CECWA rep on the Board.

John has been an inspirational and much-loved leader of Carson Street for many years and his contribution has been enormous. Happy retirement John.

Ben has been a Board member since its inception and a significant contributor to our school for many years. Thanks Ben, and best wishes in your new endeavour as WA State Treasurer. No sooner had Ben announced his retirement that The Hon. Kate Doust MLC volunteered to join our Board. Welcome Kate and thanks for stepping up so willingly.

Near the end of fourth term the selection process for the new Principal was completed and congratulations to our own Ros Hamling on her appointment as permanent Principal with effect from 2018. We also welcomed Janine Beattie as acting Deputy during the year.

The P & C has continued to work tirelessly to support our students and their outstanding contribution to our school is evident for all to see. Thanks to our amazing staff who continue to impress with their dedication to the education and well-being of our students. CECWA has also been a very generous contributor to the school and deserves our sincere thanks.

On return to school in 2018 we will see yet another new Early Childhood building (Orange Gum). Best wishes to the new class and all who sail in her.

I thank you sincerely for the opportunity to serve on the Board and convey my best wishes for 2018.

*Les Ozsdolay*  
*Carson Street School Board Chair*



Ros Hamling  
Principal  
26 June 2018



Les Ozsdolay  
Board Chair  
26 June 2018



## Carson Street School

expert staff: exceptional programs

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Carson Street School is an independent public school.