

Charlestown Public School

Annual Report



2016



1550

Introduction

The Annual Report for 2016 is provided to the community of Charlestown Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jayne Thompson

Principal

School contact details

Charlestown Public School

Frederick St

Charlestown, 2290

www.charlestow-p.schools.nsw.edu.au

charlestow-p.School@det.nsw.edu.au

4943 4063

Message from the Principal

It is my pleasure to submit the 2016 Annual School Report. This report is prepared within the guidelines set by the Department of Education (DoE) and contains specific information about our achievements and initiatives for this year.

As Principal I have been incredibly fortunate to work with a group of highly talented, dedicated and compassionate teachers who work tirelessly to provide the best for their students. By understanding that social complexities, equity, democracy, respect and environmental issues are of importance when educating and engaging children, our staff has offered a range of motivating opportunities for our students to see them develop as learners who embrace opportunities, make rational decisions and accept responsibility. Project based learning has been introduced to the students in Yrs 4, 5 and 6 to develop 21st century learning skills.

School evaluations have taken into account the changing needs of our learners in literacy and numeracy, as well as changes in mental health and disability support needs. The staff has also participated in Kidsmatter training, as well as developing skills in Growth Mindsets in the classroom. Students have been encouraged to be positive in their learning and to set goals to improve their writing and maths skills. We have introduced four special values: Be a learner, Be respectful, Be responsible and Be safe. These are embedded into our You Can Do It program. As a result of the staff's commitment to student wellbeing, Charlestown Public School provides a learning environment that is positive, engaging and inclusive of all.

One of the major changes to our school has been the changeover to a new financial, student wellbeing and attendance system. The school office and support staff worked collaboratively to ensure everything ran smoothly for the teachers, students and parents. Our thanks to you for persevering in learning these new systems, whilst maintaining a well functioning school.

Throughout the school year students have had opportunities to participate in an extensive range of extra-curricular programs and activities, allowing them to excel across all curriculum areas, enrich their learning, and utilise and extend their individual strengths and talents. The successful implementation of these programs relies heavily on support from our parent body. Charlestown Public School is incredibly fortunate to have a small, but generous community that is willing to donate time and share skills with students and staff. This year the P&C has assisted with organising motivational speakers, bingo fun days and a wonderful fete, subsidising swim school and visiting authors, supporting the school at the netball gala day and also the construction of our new play equipment. A wonderful achievement!

The school has continued to work closely with the other schools in the Whitebridge Community of Schools with combined Professional Learning opportunities for staff and ongoing Executive collaboration. The increasingly strengthening ties

and opportunities that are developing will provide excellent opportunities for students and staff.

I would like to thank everyone who has supported Charlestown Public School this year including the P&C, parent volunteers and the broader school community. To the parents/carers who have entrusted their children to the school, I hope you feel that trust has been honoured. I believe that children who attend this school have a wonderful nurturing environment and the opportunity to succeed in an environment of care and concern. 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.

Jayne Thompson

Principal

Message from the school community

School Council Message

The School Council for 2016 comprised of;

Parent Representatives Kristie Harrison (President)

Alanna Jeayes (Secretary)

Glenn Jones

Linda Todorovski

P&C Representative Sue Clark

Staff Representative Kym Thomson

Community Representative Ray Swadling

Principal Jayne Thompson

School Council Message (cont.)

The school council of Charlestown Public School was formed in 1991, making this year our silver anniversary. Not many schools have a council and it is an example of the close working relationship of the staff, parents and community members. We all work together to develop priorities and policies to support and facilitate the best opportunities for the students.

The activities and engagement of the school council are variable as we appropriately respond to the main concerns of the school. We act as a sounding board for decisions, an independent voice to external bodies and a means for transparency in school governance.

This year, there were a few changes to parent representation on school council with the bowing out of Laura Jones and the inclusion of Linda Todorovski. Thanks very much to both Laura and Linda for giving up their time for school council. With sadness, we farewelled long-term council member and president, Stephen Coon. Stephen's genuine nature and steady hand were greatly appreciated for many years on council. Stephen certainly has been a hard act to follow!!

In 2016, council has met one evening each term. Regular agenda items included reports from the principal and P&C, financial statements, Hall of Fame nominations, community engagement activities, as well as the conditions of school buildings and grounds. Several school policies were ratified, as well as discussion of the school plan and survey results.

As my youngest child is about to enter kindergarten and my eldest enters his final year, I've enjoyed seeing Charlestown Public School evolve and am excited about its potential. Thanks to all those on council and I look forward to the opportunity to contribute to the school community in the coming year.

Thank you,

Kristie Harrison.

President 2016

P & C Message

The P & C is committed to improving the educational environment for all students. We work in partnership with the school, families and the broader community to achieve this.

The P & C are active in the school community and are involved in fundraising, organising community events and also organising events for students and/or their families.

Throughout the year the P & C held many successful fundraising events. These events included catering for a local school gala day, Bunnings and Election Day BBQs.

We also were successful in securing funds through the 'Stronger Communities Program' which was matched dollar for dollar by the P & C and will see in coming weeks playground equipment within the school grounds. This has been a 3 year project and will provide the students with further play options. The P & C also received funds through the 'Volunteer Grants Program' to replace existing whitegoods in the canteen. Further grants have been lodged to upgrade the canteen storeroom.

In 2016, there were a number of school activities that the P & C organised including a Mother's Day stall, Father's Day breakfast, Easter Raffle, Carols by Candlelight, Student banking and Meal Deal days. We combined our 'Australia's Biggest Morning Tea' event with Grandparents day and Book Week. We also had a very successful school Fete supported by both the school and local community. This was a fun afternoon with children able to have their face painted, snap a photo in the Photo Booth or see some amazing Lego creations.

The efforts above have meant that this year the P & C has sponsored a range of activities and purchases including payment for a new speaker system, attendance at the school by a motivational speaker, ongoing costs of plants and mulch for the school gardens and subsidising the school swim program.

Thank you.

Sue Clarke

President 2016

School background

School vision statement

As a community we will inspire students to develop a passion for learning, assist students to achieve personal success in all endeavours and enable them to become engaged citizens who act with integrity. This will be achieved by:

- Nurturing and encouraging students to achieve their best and develop individual talents by being actively engaged in a wide range of academic, sporting and cultural pursuits.
- Operating in an atmosphere which is caring, co-operative and respectful, based on the You Can Do It principles of Confidence, Persistence, Resilience, Organisation and Getting Along.
- Ensuring that students have frequent access to experiences that develop the 21st Century learning skills of critical thinking, communication, creativity, collaboration, problem solving and Information Communication Technology skills.
- Promoting and maintaining high standards and expectations across the learning community.
- Engaging as a learning community in continuous evaluation to ensure the best practice of quality educational programs. Welcoming and supporting parent and community participation and collaboration to share the responsibility for student development with an active and effective P&C, canteen and School Council.

School context

Charlestown Public School is centrally located in the township of Charlestown, very close to the business and shopping precinct. The school serves a diverse population. There are currently 132 students who attend the school, of whom 24 students have a language other than English spoken at home and 9 students are Aboriginal.

The school successfully transitioned from a non-teaching Principal to a teaching Principal school in 2014. The staff consists of a mix of permanent and temporary teachers, all of whom are experienced and enthusiastic. Our family occupation and Education Index (FOEI) currently sits at a value of 97. All staff meet the professional requirements for teaching in NSW public schools.

Students are provided with outstanding academic programs to develop 21st century skills, differentiated to meet individual needs. The school provides an extensive range of opportunities for students to develop sporting, creative, social and cultural skills through participation in gala days, Creative Arts groups, Dance groups, Starstruck, cultural celebrations and student leadership positions.

Charlestown PS is a part of the Whitebridge Community of Schools which has exemplary integrated programs for Gifted and Talented students as well as outstanding programs in leadership, literacy, numeracy and technology for students in Years 5 to 8.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

During our professional development meetings in Term 4 staff reflected on the progress being made across the school, based on the expectations from the School Excellence Framework. We examined the school plan, mapped our milestones and gathered evidence. This gave us the necessary information to make a determination on what level we are currently operating on in each domain in regards to the three levels of achievement represented in the School Excellence Framework.

In the domain of Learning we have mainly focused on *Curriculum and Learning* and *Learning Culture* in 2016. Our positive learning culture has been enhanced by the consolidation of Explicit Direct Instruction (EDI) principles. Students and staff have indicated the positive effect on student learning and engagement. Students have become more focused in their lessons, greater student engagement has been evident and all students are more responsible for their learning. During Term 1, staff were provided with release to visit another school using EDI. This visit affirmed for staff that we are on the right track with how we are implementing EDI. Throughout the year staff were given opportunities, at least twice per term, to reflect on the effectiveness of EDI practices in terms of student learning and engagement. Staff were able to identify areas they needed more assistance with. Staff brainstormed possible solutions and resources were shared. Staff members were also given the opportunity to observe another teacher and/or team teach a lesson. Data walls and learning goals have become more embedded in the school's learning culture. Teachers differentiate the curriculum to meet the needs of all students. In the annual surveys 73% of students indicated that regular warm ups were helping them to recall information more easily and quickly. 80% of students indicated that checking for understanding strategies made them focus more during lessons and 86% of students stated that having learning intentions and success criteria displayed in the classroom helped their learning. 100% of staff indicated that EDI had had a moderate to high impact on student learning and engagement. An EDI training course was investigated but it was too expensive for us to participate in at this time.

School programs have demonstrated a commitment to Aboriginal students, Gifted and Talented students, students with a disability and students for whom English is a second language. There has also been a focus on developing a positive growth mindset in each student for learning. Teachers and students have completed many activities promoting this new thinking and developing it throughout the school.

This year our major focus in the domain of Teaching has been on *Learning and Development* and *Effective Classroom Practise*. Staff regularly reviewed concepts covered in previous lessons to activate prior knowledge and introduce new content using the "I Do, We Do, You Do" model. Warm ups are used to facilitate the transfer of learning from short term to long term memory. This has been particularly beneficial for students in terms of consolidating counting skills and number and table facts. This year our beginning teacher has received extra support in the form of a mentor program and has participated in training to become assistant computer co-ordinator. All staff have participated in classroom observations, walkthroughs, reflections and feedback with a focus on improving practice. Staff have worked collaboratively to implement these strategies. Staff implemented the new units of work for the History and Geography syllabi with adjustments made where necessary. As a staff belonging to the Whitebridge Community of Schools, we have collaborated and been part of extensive professional learning. Teachers have shared their learning with others creating a culture of collaboration and team work.

In the Leading domain the focus has been on developing *Management Practises* and *Processes* and implementing and *Managing School Resources*. There has been strong leadership throughout this year ensuring all staff knew the priorities and directions from the school plan. School leaders have worked effectively with all staff to ensure a safe learning environment exists for everyone. The leadership team has also established clear processes for National Collection of Data for students with a disability and successfully completed an audit based on the data. The new Library cataloguing and stocktaking system, Oliver, has been implemented successfully, as well as LMBR with a new finance, student wellbeing and human resource software system for the school being installed. The Parent Online Payment resource has been a major change for the way money is collected throughout the school.

The achievements of Charlestown Public School are outlined in the following pages of the annual school report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Learners - Students experience success as learners and responsible and productive citizens.

Purpose

When students leave our school we want them to consider themselves life - long learners. They will be able to think deeply and logically, and obtain and evaluate evidence in a disciplined way. To this end, students will have opportunities to be creative, innovative and resourceful. Students will learn how to collaborate, work in teams and communicate ideas to make sense of their world.

Overall summary of progress

This year students have experienced success as learners and responsible and productive citizens in the following ways:

In Term 2, staff were provided with training around Project Based Learning. This training included exposure to research, videos of classes engaging in PBL and examples of projects that have already been undertaken. The I do, We do, You do strategy was then used to introduce Project Based Learning to all students in Years 4-6. Throughout the year students have worked in small groups to complete three projects which have been presented to their peers for feedback. Students developed and used the 21st Century Learning skills of collaboration, critical thinking, creativity and Information Communication Technology to complete and present their projects.

Explicit and systematic instruction using principles from Explicit Direct Instruction (EDI) have been continued to be implemented across the school by all teachers. Students have participated in daily warm ups to assist in recall of information. At the start of each lesson teachers shared learning intentions and success criteria with students to provide a focus for learning. According to student surveys, learning intentions and success criteria have had a significant impact on student learning and the learning culture of the school.

IEPs/PLPs were implemented for every identified student in consultation with staff, family members, external professionals and in some cases the students themselves. These were reviewed three times during the year.

No progress made in regards to Kagan this year. Staff needed time to consolidate in other areas.

Mrs Muir successfully completed her training in Language, Literacy and Learning (L3) this year. This approach was successfully integrated into daily literacy sessions. Data collection occurred every five weeks and information gained was used to identify targets for the next teaching period.

To increase students care and concern for others, the environment and global issues, the school implemented a variety of measures in 2016. These included: maintaining the vegetable garden, celebrating student success with You Can Do it awards, participation in the Sport In Schools social skills program, the introduction of Peer Support and participation in Enviro week. The school also supported a variety of charities through fund raising events. In the annual surveys, 97% of parents indicated they supported the wellbeing initiatives used in the school and 100% of teachers, 83% of students and 95% of parents indicated that they felt the school was a friendly and tolerant place.

In Term 4, the school adopted a Bump It Up strategy targeting high performing students in Years 4 and 6. This strategy is designed to ensure that these students maintain or increase their performance levels in NAPLAN.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|-----------------------------------|
| • Improve ES1 from 21% of students achieving Level 9 in Benchmarking in 2014 to 85% of students achieving Level 9 in 2017 | ES1 | \$3500 for L3 trainingYear |
| • Improve Y1 students achieving Level 19 in Benchmarking from 47% in 2014 to 85% in 2017 | Year 1 95% of students achieved Level 19 or higher. | Reading Recovery allocation |
| • Improve Y2 students achieving Level 26 in Benchmarking from | Year 2 | \$1500 SLSO for Rip It Up Reading |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|--|
| 80% in 2014 to 85% in 2017 | Year 2 | \$1500 SLSO for Rip It Up Reading |
| <ul style="list-style-type: none"> • Increase the percentage of students who perceive themselves as successful learners from 80% in 2014 to 95% in 2017 | 88% of students indicated that they perceive themselves as successful students. | Nil |
| <ul style="list-style-type: none"> • Increased numbers of student growth in NAPLAN by <20% between Years 3,5,7 as measured by three year Trend Data average-BIU program | Bump it up <ul style="list-style-type: none"> • No data available until end of 2017 | \$5440 spent on SLSO support to implement the strategy |

Next Steps

Project Based Learning

I do, we do, you do will again be used as new Year 4s join in PBL. Students will complete a minimum of 3 projects throughout the year and these will be showcased to both peers and parents.

EDI

Continue to train new staff. Continue to provide regular sharing and reflection opportunities. Investigate and provide training to staff in Seven Steps To Writing.

Kagan

Provide staff with training in Kagan/Cooperative Learning in 2017.

L3

Continue to implement the L3 program in Kindergarten.

To increase students care and concern for others, the environment and global issues.

Continue to follow school scope and sequence for Social Emotional Learning programs. Maintain vegetable garden. Identify and support a range of charities. Continue to participate in Clean Up Australia and Enviro Week events.

Strategic Direction 2

Leaders - Lead whole school practices enabling the delivery of innovative teaching and learning programs, equipping students with the necessary skills to be successful 21st Century learners.

Purpose

As a school we want all teachers to have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students. Our teachers are actively engaged in individualised, team and shared professional learning for the 21st Century. Staff engage in opportunities to understand and develop their leadership skills and influence decision making in the school.

Overall summary of progress

A number of steps were taken this year to ensure that staff delivered innovative teaching and learning programs, equipping students with the necessary skills to be successful 21st Century learners.

Staff were provided with professional development around writing report comments for History and Geography. The new History and Geography syllabus was implemented and units of work evaluated. To support implementation of the English syllabus, staff were provided with time and support to unpack the literacy continuum and match to the English outcomes. All staff were given a release day to plan English concept units for this year. In the annual staff survey 81% of staff indicated they were comfortable teaching English concepts. 100% of staff indicated that they felt confident in implementing the History and Geography syllabi.

In Terms 1-2, staff completed training in component 1 from the Kismatter framework. This training raised staff awareness of mental health, risk and protective factors and the importance of a positive, inclusive school environment. Staff reflected that we needed to recognise the different cultures represented in the school to a greater extent. As a result, staff have begun using greetings from other countries during roll call and planning is underway for a 'Welcome' mural featuring a greeting from each language currently spoken across the school. In the annual survey 100% of staff indicated that this training had resulted in a high or moderate gain in their understanding of mental health.

In Terms 2-3, staff completed several professional development sessions on 'Mindsets'. A unit of work was written to teach students about the brain and the importance of persistence, resilience and grit in achieving success and this has been implemented with very positive results across the majority of classes. In the annual survey 90% of teachers indicated that they felt confident to implement mindset lessons with students. In Term 4, staff commenced training in component 2 of the Kismatter framework. This training will be completed in Term 1, 2017. As part of this component, information sheets were included in newsletters to increase the communities awareness of mental health and the part they play in promoting positive mental health.

In Term 3, the majority of staff completed the Managing Challenging Behaviours online course. You Can Do It and Brain Gym continued to be implemented across the school and Kindergarten also participated in the Fun friends and Playing and Learning to Socialise programs. 97% of parents believe these programs are effective.

During the year, all permanent, temporary and regular casual teachers participated in Performance Development Planning, set goals, worked towards achieving these goals and reflected regularly on their progress. As part of this process, teachers were observed teaching twice during the year by a peer and received feedback on their teaching practice.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|---------------------------------------|
| 100% of staff indicate via annual survey or TRS meeting that they are satisfied with the opportunities they have had to develop their leadership skills and influence decision making in the school | 90% of staff indicated via the annual survey that they were satisfied with the opportunities they had to improve their leadership skills and influence decision making. | Nil |
| 100% of staff indicate at PDP meeting that they have had opportunities to set and achieve | 100% of staff indicated at their PDP meeting that they have had opportunities to set and achieve goals. | QTSS allocation used for observations |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|---------------------------------------|
| personal goals | 100% of staff indicated at their PDP meeting that they have had opportunities to set and achieve goals. | QTSS allocation used for observations |
| 100% of teacher programs include regular reference to the implementation of activities that develop 21st Century skills. | 100% of teaching programs include regular reference to 21st Century skills. | Nil |

Next Steps

BOSTES New syllabi

New History and Geography units will be taught and evaluated. Some teachers will be given further release to plan English concept units.

Student wellbeing

The school wellbeing policy will be redistributed to all families at the start of 2017. Training in Component 2 of Kidsmatter will be completed during Term 1 and a review undertaken of Social Emotional Learning programs currently used. Further Kidsmatter training will be undertaken as it becomes available.

Teacher Review Schedule

The Performance Development Framework will continue to be implemented with the teaching staff.

Strategic Direction 3

Links - Cultivate the collaborative process within the Whitebridge Community of Schools to enhance the quality of teaching, learning and leadership.

Purpose

To ensure learning for all students across the WCoS is continuous K-12, and is based on quality educational delivery and consistent, high standards and shared professional practices. To engage in meaningful shared learning experiences through a collaborative approach.

Overall summary of progress

Many combined WCoS events, including the Kindergarten transition evening, Leadership Day and Charlestown Cup were run throughout the year. Every event run as a WCoS combined event was reviewed by formal surveys completed by staff and students as well as informal discussion at Principal and Assistant Principal meetings. Any suggested changes for 2016 were discussed and some acted upon immediately.

Combined afternoon meetings were held three times during the year to allow staff to share resources and ideas and discuss LMBR and new syllabi implementation. A combined Staff Development Day was held in Term 3. The event opened with a key note speaker and then staff participated in two, self-chosen workshops. The majority of the workshops were led by WCoS staff.

In 2016 two new enrichment programs were added for Year 5. Those being Photography and Dance. All students indicated that these events were engaging and worthwhile.

The planned maths unit was not commenced due to changes in staffing at the high school.

Parent attendance at school events continued to be high, with an increase noticed in parent volunteering at community events. As a whole, the school received very positive feedback about the community events held this year.

In Term 3, a language teacher from Whitebridge High School came to the school each week to teach Japanese to Years 5 & 6. This program increased student awareness of the Japanese culture and ways of communicating. Many students are now eager to study languages in high school.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|-------------------------------|
| Commencing a common unit of maths for Stage 3 that will be taught in all WCoS Primary schools based upon the identifiable needs as highlighted in the 2014 Year 6 WHS Assessment and NAPLAN. | No progress on maths unit this year. | \$1000 for language teacher |
| Review and critically analyse each event in determining future directions | All events evaluated and changes made for future as necessary. | |
| Increase parent participation in the P&C and school home partnerships. | In the end of year survey, 100% of parents indicated that CPS was a school where parents are regularly invited to events. | |
| A growth of at least two new enrichment programs per year to be offered to Yr 5 WCoS primary schools. | 2 new programs added in 2016. | |

Next Steps

- Maintain WCoS calendar
- Ensure combined events continue to be evaluated. Build in succession planning as some key leaders of events will be retiring in 2017.
- Continue to maintain the close knit WCoS community, maintaining its strength and focus and continuing the pattern of growth, vision and collaboration.
- Introduce a coffee morning each week to encourage more parent participation in the school.
- Continue shared professional learning sessions in 2017.
- Enrichment programs for Year 5 to continue.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|--|---|
| Aboriginal background loading | <ul style="list-style-type: none"> • All students have a Personal Learning Plan and are making progress across the literacy and numeracy continuums. • Aboriginal students have participated in Reading Recovery and Multilit programs as required to meet identified needs. • Aboriginal perspectives have been incorporated in teaching units and a NAIDOC celebration held. • In 2016, there were increased opportunities for Aboriginal students to engage with the high school. | <p>\$1500 NAIDOC celebration</p> <p>\$1500 to relieve staff to participate in PLP meetings</p> <p>\$1200 Student Learning Support Officer (SLSO) time for Multilit</p> <p>\$800 SLSO support for Rip It Up Reading</p> <p>\$600 support for students to attend excursions, purchase textbooks and uniforms.</p> |
| English language proficiency | <p>Strategic Direction 1</p> <ul style="list-style-type: none"> • Support for student learning provided through employment of an ESL teacher. Students participated in small group withdrawal programs as well as team teaching activities in the classrooms. <p>Strategic Direction 2</p> <ul style="list-style-type: none"> • Teachers were made aware of the needs of EALD students and the used the ESL scales to track student progress. Cultural awareness was raised through participation in Harmony Day and through the integration of multicultural perspectives into teaching programs. | <p>\$ 200 Harmony Day</p> <p>\$5000 ESL teacher wages</p> <p>\$300 ESL teacher training</p> |
| Low level adjustment for disability | <p>Strategic Direction 1</p> <ul style="list-style-type: none"> • SLSO employed to assist Tier 2 and Tier 3 students in Early Stage 1 and Stage 1 to meet identified learning goals. Effect size data shows that targeted students have achieved average, or higher than average growth. | <p>\$10, 200 SLSO wage</p> <p>\$1600 teacher release wage for IEP meetings</p> |
| Quality Teaching, Successful Students (QTSS) | <ul style="list-style-type: none"> • Staff mentoring has occurred K-6 in the use of data walls and goal setting • Whole staff participated in EDI Walk Throughs and lesson observations | Teaching allocation used |
| Socio-economic background | <p>Strategic Direction 1</p> <ul style="list-style-type: none"> • SLSO employed to assist Tier 2 and Tier 3 students in Stages 2 and 3 to meet identified learning goals. Effect size data shows that targeted students have achieved average, or higher than average growth. <p>Strategic Direction 2</p> <ul style="list-style-type: none"> • Staff all visited another school implementing EDI to gain an awareness and understanding of best practice. • LAST employed to facilitate extra group to better meet students' needs in Count Me In. | <p>\$8488 SLSO wage</p> <p>\$1400 teacher release</p> <p>LAST employed in Terms 2 and 3 for Count Me In</p> |

| | | |
|---------------------------------------|---|---|
| Support for beginning teachers | <ul style="list-style-type: none"> • Funding was used to provide extra release for the beginning teacher and her mentor. • The beginning teacher was able to attend a range of professional learning activities including the Brain Engagement Tool Kit and Kidsmatter training. • The mentor provided training in managing the school's technology resources, provided support for report writing and assisted the beginning teacher to plan for a three day excursion. | <p>\$10,800 spent on teacher release for beginning teacher and mentor</p> <p>\$ 2500 spent on attending professional learning courses</p> |
| Goal setting/data walls | <ul style="list-style-type: none"> • During Term 1, the AP assisted class teachers to ensure that all students had identified Mathematics and Writing goals. K-2 had writing goals stuck in their writing books. Years 3-6 had a goal book. K-2 tended to refer to their goals more often because they were readily available. Next year all students will have their goals in their writing books. In Term 3 it was decided that goals would be reviewed Week 5 and Week 10 of each term and this was written into the school operations manual. • Data walls were established in every classroom. Data walls proved very effective for motivating students in K-2 but not as effective in Years 3-6 as many students were already on the highest level. In 2017, the data walls in Years 3-6 will be modified to better reflect grade expectations. | QTSS staffing allocation used |
| Soundwaves | <ul style="list-style-type: none"> • Soundwaves was implemented K-6. Teachers were provided with several opportunities throughout the year to reflect on implementation and identify ways to improve the delivery of the program. • SLSO time was used to prepare some of the games needed. • Teachers differentiated the program to meet the needs of groups of students, with one class having 5 spelling groups. • In the end of year evaluation it was decided that Soundwaves would continue to be implemented for Years 1-6 in 2017 but Kindergarten would return to using Jolly Phonics. • In 2017 spelling will continue to be a focus with data to be collected each term to analyse student progress. | \$ 1153.27 spent on teaching resources |
| Community Collaboration | <ul style="list-style-type: none"> • Community working bee held in May to prepare playground for new equipment. This involved clearing shrubs, relocating a Japanese bridge and concreting. • New playground equipment purchased, installed and ready for use at the start of 2017. | <ul style="list-style-type: none"> • \$2800 spent on plants, concrete and the playground equipment itself. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 71 | 66 | 72 | 83 |
| Girls | 62 | 62 | 62 | 56 |

The number of students enrolled decreased across 2016 with several families leaving the Hunter area. There have been 17 new enrolments and 23 students have left the school.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 93.1 | 92.9 | 94.3 | 93.9 |
| 1 | 94.2 | 94.2 | 90.9 | 95.8 |
| 2 | 96.5 | 96.2 | 93.7 | 93.8 |
| 3 | 93.8 | 95.8 | 95 | 93.7 |
| 4 | 95.8 | 95.2 | 93.8 | 93.6 |
| 5 | 95.9 | 96.4 | 94.5 | 94.1 |
| 6 | 92.7 | 93 | 94.2 | 91.5 |
| All Years | 94.4 | 94.8 | 93.9 | 93.8 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

The attendance across K-6 of students at Charlestown Public School was on par with the expected level for State DoE schools.

Class sizes

| Class | Total |
|-------|-------|
| KM | 16 |
| 1G | 22 |
| 2/3D | 22 |
| 3/4O | 26 |
| 4/5J | 23 |
| 5/6H | 28 |

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 4.89 |
| Teacher of Reading Recovery | 0.32 |
| Learning and Support Teacher(s) | 0.3 |
| Teacher Librarian | 0.4 |
| School Administration & Support Staff | 1.71 |
| Other Positions | 1.05 |

Reporting of information for all staff must be consistent with privacy and personal information policies.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff members are identified as being Aboriginal.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 20 |

Professional learning and teacher accreditation

In 2016 all permanent teachers were accredited at Proficient level with five teachers at the Maintenance 1 level. In addition one temporary teacher was working towards initial accreditation. Staff Professional Learning has been discussed in detail in Strategic Directions 1-3.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

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

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

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 116 681.00 |
| Global funds | 69 576.00 |
| Tied funds | 46 016.00 |
| School & community sources | 37 954.00 |
| Interest | 1 290.00 |
| Trust receipts | 1 088.00 |
| Canteen | 0.00 |
| Total income | 0.00 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 22 682.00 |
| Excursions | 1 363.00 |
| Extracurricular dissections | 10 957.00 |
| Library | 2 550.00 |
| Training & development | 3 225.00 |
| Tied funds | 46 787.00 |
| Short term relief | 9 318.00 |
| Administration & office | 33 233.00 |
| School-operated canteen | 0.00 |
| Utilities | 14 630.00 |
| Maintenance | 15 630.00 |
| Trust accounts | 1 303.00 |
| Capital programs | 0.00 |
| Total expenditure | 0.00 |
| Balance carried forward | 0.00 |

| | 2016 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 0 |
| Revenue | 286 218 |
| (2a) Appropriation | 229 732 |
| (2b) Sale of Goods and Services | 1 440 |
| (2c) Grants and Contributions | 54 308 |
| (2e) Gain and Loss | 0 |
| (2f) Other Revenue | 0 |
| (2d) Investment Income | 736 |
| Expenses | -187 892 |
| Recurrent Expenses | -166 826 |
| (3a) Employee Related | -84 117 |
| (3b) Operating Expenses | -82 708 |
| Capital Expenses | -21 065 |
| (3c) Employee Related | 0 |
| (3d) Operating Expenses | -21 065 |
| SURPLUS / DEFICIT FOR THE YEAR | 98 326 |
| Balance Carried Forward | 98 326 |

| | 2016 Actual (\$) |
|-----------------------|------------------|
| Base Total | 1 066 809 |
| Base Per Capita | 7 201 |
| Base Location | 0 |
| Other Base | 1 059 607 |
| Equity Total | 66 275 |
| Equity Aboriginal | 7 524 |
| Equity Socio economic | 11 633 |
| Equity Language | 5 987 |
| Equity Disability | 41 130 |
| Targeted Total | 30 480 |
| Other Total | 272 746 |
| Grand Total | 1 436 311 |

School performance

NAPLAN

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 these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link and insert the school name in the Find a school and select GO to access the school data.

<http://www.myschool.edu.au>

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

92% of students say they are happy at school and 96% feel the school provides interesting and valuable opportunities. 83% say others accept them as they are and 87% think they are treated fairly at school. All but 8% of students are proud to be students at CPS and say they enjoy coming to school. 85% enjoyed the activities we planned for Harmony Day, whilst 95% were really happy about the NAIDOC celebrations.

99% of parents believe they are able to contact the school regarding concerns about their child and also 95% believe that we are a friendly school that is tolerant and accepting of all students. 100% of parents believe that there are positive relationships between the school and community. 98% of parents say that CPS is an attractive and well-resourced school and they are happy with the opportunities the school provides for their child. Information between school and home is shared well by 95% of all parents.

Parents are actively involved in the following ways: Reading groups helper, canteen, P&C, transport of students to a variety of events ie debating, sport days, BBQ cooking, clothing pool, disco, Mother's Day and Father's Day.

Parents outlined the most important things we could do better to improve students' learning outcomes: Pre-school program, teach parents new ways things are done, support, encourage each other, opportunities to learn a foreign language, after school groups for students, more enrichment programs and more funding for computers and books.

Parents gave three words to describe CPS: Friendly, supportive, open, committed, dedicated, proactive, organised, encouraging, inclusive, personable, hardworking, fun, inviting, accepting, engaging, happy, small, lucky, great teachers, accountable, thoughtful, busy, vibrant and a fantastic school.

Policy requirements

Aboriginal education

Parents of Aboriginal students were invited to the school three times throughout the year to discuss their children's individual needs and to participate in the setting of individual goals in consultation with class teachers and the Learning and Support Teacher. Personalised Learning Plans (PLPs) were negotiated between each student's family and the school for each student. Some of the students attended the meetings this year.

Aboriginal perspectives are part of the teaching and learning programs in all classrooms and across all KLA's with emphasis being placed on identified aspects

where necessary. The new Geography and History units have been written with an Aboriginal perspective included. Reading and reference resources were purchased for the library throughout the year to supplement learning in the Aboriginal perspectives across the curriculum.

Our environmental program has included the ongoing maintenance of our Bush Tucker garden as a hands-on tool for the teaching of an Aboriginal perspective in Science, Geography and History units.

Charlestown PS was represented at all of the Minimbah AECG meetings held during 2016. A review of Aboriginal Education Policy, programs and practices within the school was also undertaken.

NAIDOC week celebrations were conducted with assistance from the local Minimbah AECG and Aboriginal Education Officers. They helped us co-ordinate didgeridoo playing, bush tucker cooking, storytelling, an Aboriginal artist from Awabakal and also face painting. Murals to enhance the understanding of Aboriginal culture combined with our values from the Student Wellbeing Policy at Charlestown PS were also painted. Aboriginal funds were used to assist all students develop an appreciation of Aboriginal culture through a visiting artist Sean Caboolture.

Funding included in the Resource Allocation for Aboriginal Education allowed an SLSO to be trained in the "Rip It Up Reading" program. This program combined with "Multilit" reading and spelling program, allowed Aboriginal students make significant improvements in Literacy. Parents were very supportive of this program and the academic gains made by their children.

Multicultural and anti-racism education

This year the school participated in Harmony Day celebrations which built on the success from last year. Students were asked to bring in items from home which reflected their families' heritage and participated in activities and discussions which promoted themes such as tolerance and understanding. Primary students also participated in art and craft activities which reflected some of the wonderful aspects of the cultural backgrounds from which our students come, including Chinese, Muslim, various European cultures and also Indigenous. Units of work covered by classes in Literacy, Maths, CAPA and HSIE across the school promote multicultural perspectives. The Kidsmatter Student Wellbeing modules also assisted in developing tolerance and understanding amongst students and promoted acceptance of all nationalities throughout the school. Planning is underway for a Welcome Mural to be painted in the school, including greetings from all countries and dialects represented in the school. Classes have also started using greetings from other languages in their roll marking routines.