

Charlestown Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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.

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Message from the Principal

As Principal I have been incredibly fortunate to work with a group of highly talented, dedicated and compassionate staff who work tirelessly to provide the best for their students. Staff have participated in ongoing professional learning on Visible Learning. Visible Learning is evidenced based research to improve teacher performance and development and to improve student learning outcomes. Student learning goals were introduced as well as three way conferences to discuss student assessments. Success Criteria and Learning Intentions were also reinforced. These systems sustained improvement in teaching practice and student outcomes across Mathematics and English.

The school undertook a rigorous external validation process this year. The staff received wonderful comments about developing an inclusive, committed, learning environment for all students and our teaching/learning programs were praised for their differentiation and focus on encouraging student engagement.

Student wellbeing is a high priority with all staff trained in Kismatter (up to component three) and co-operative and collaborative learning. A Lifeskills program for developing positive mental health has been introduced to students in Stages 2 and 3. Everyone participates in Brain Gym daily and weekly "You Can Do It" social skills lessons focussing on the development of organisation, resilience, persistence, confidence and getting along. 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.

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.

I thank the School Council and the P&C for their involvement, working harmoniously and collaboratively with the school to ensure the best opportunities are provided. The P&C is also to be congratulated on involving the broader community by holding significant events such as Carols by Candlelight, Fun days for fundraising, purchasing new readers for K-6, subsidising swim school and supporting the school at both the Netball Gala Day and Zone Athletics Carnival. A wonderful achievement!

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

Message from the P&C President.

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 is active in the school community and is involved in fundraising, organising community events and also organising events for students and/or families. The P&C also operates both a successful and healthy Canteen along with a well stocked Clothing Pool. In 2017, the P&C organised fundraising events which include Bunnings BBQs and catering for the Netball Gala Day and the Zone Athletics Carnival. There were a number of school activities that the P&C organised including a Mother's Day stall, Father's Day breakfast, Easter Raffle, Meal Deal days and a Performance raffle. As part of the Grandparents day, we supported the Cancer Council by offering morning tea for a Gold Coin donation. The efforts above have meant that this year the P&C has sponsored a range of activities and purchases including :

- new tables and 'moove' stools for each classroom ;
- subsidising new home readers across the school, the school swimming program and 'Interrelate' family education sessions;
- sponsoring students who have excelled in sport to attend State championships; and
- the purchase of swimming caps, cricket shirts and athletics singlets for the Zone Athletics and Zone Cross Country representatives.

This year we were also successful in securing a 'Community Building Partnership' grant from the NSW Government to upgrade the Canteen Storeroom and a Volunteers Grant to update the storage and catering facilities of the P&C.

Sue Clark

P&C President 2017

Message from the School Council President:

The School Council for 2017 comprised of:

- Kristie Harrison (President)
- Alanna Jeayes (Secretary)
- Glenn Jones and Linda Todorovski (Parent Representatives)
- Sue Clarke (P&C Representative)
- Margaret Hale (Staff Representative)
- Ray Swadling (Community Representative)
- Jayne Thompson (Principal)

The School Council is a key element to ensure the close working relationship of the staff, parents and community members at Charlestown Public School. 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, 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. Members from the council were also active contributors to the development of the 3 year school plan renewal.

As my youngest child completes a very successful year in kindergarten and my eldest transitions to high school, 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.

Kristie Harrison.

President 2017

School background

School vision statement

As a community we will inspire and support 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 has a long and proud history of providing education to the greater Charlestown area. Our school is a caring and progressive learning centre dedicated to the welfare, advancement and education of its students. The professional and caring staff encourage excellence in behaviour, attitude and performance from all students at all times.

The school is well-resourced and has an outstanding range of programs to challenge students across all Key Learning Areas with a strong focus on the development of literacy and numeracy skills. Our teachers are committed to knowing their students well and use a range of strategies to meet students' individual needs. A range of Gifted and Talented programs are also run throughout the year. We have a special emphasis on the use of technology to enhance learning. A wide range of cultural and sporting opportunities are provided at the school. We have a school choir, a dance group and a ukulele group. We participate in Star Struck, the local public speaking and debating competitions and a range of sporting gala days throughout the year.

Charlestown Public School is a "Kidsmatter" school. As such we place a strong emphasis on programs that promote positive mental health and increase students skills in the area of social and emotional development. Our students are happy at school and know that with effort, persistence and resilience they can all achieve to a high individual level. A positive relationship exists between the school, parents and the broader community, which enhances the educational opportunities for all students.

Charlestown Public School is a part of the Whitebridge Cluster of Schools, which has exemplary across-cluster programs for talented and gifted students as well as outstanding programs for students in leadership, literacy, numeracy and technology. Charlestown Public school is proud to be known as a happy, caring, vibrant school.

Self-assessment and school achievement (for schools participating in External Validation)

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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 the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in the **Domain of Learning** the school's self assessment is consistent with Sustaining and Growing using the evidence presented in 4 elements and is validated using the School Excellence framework. In the element of Assessment and Reporting the evidence presented indicates the school is working at the Delivering stage.

In the **Domain of Learning**, the teaching staff are extremely committed within the school community through their understanding of the strategic planning priorities and the delivery of rich learning experiences to meet the needs of individual students. 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. Data walls and learning goals have become more embedded in the school's learning culture. In Curriculum and Learning, teachers differentiate the curriculum to meet the needs of all students. 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. In response to professional development on the research of Hattie into the educational impact of positive relationships between staff and students and to the implementation of the Kidsmatter framework, staff have invested a significant amount of time into developing genuine, positive relationships with students. This has been the major contributing factor to the judgement that the school is operating at the Sustaining and Growing level in the area of Wellbeing. Using internal student performance measures students are performing well with effect size growth for Tier 1, 2 and 3 students often exceeding .4 over a twelve month period. According to Scout Value Added reports, the school is performing at the Delivering level for Years K–3, 3–5 and 5–7. However, in external student performance measures our value added growth for higher performing students is lower than the State average. The staff embraced the "Bump It Up" program and results from NAPLAN indicate for our Yr 5 students the program has been extremely effective. Staff have introduced three way interviews, pre and post assessments for Maths to assist in assessing and reporting student progress. An intervention timetable has also been developed to provide an opportunity for students to further develop concepts and skills treated in the previous five weeks.

Where to Next?

Learning:

Learning Culture:

In schools that excel school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning.

At CPS:

Activities will be put into place to further develop a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Well Being:

In schools that excel, there is a strategic and planned approach to support the cognitive, social, emotional, physical and spiritual wellbeing of all students.

At CPS:

Students will be encouraged to develop self-awareness, build positive relationships and actively contribute to the school, the community and the society in which they live.

Curriculum and Learning:

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment, promotes learning excellence and responsiveness in meeting the learning needs of all students.

At CPS:

We will endeavour to strengthen active partnerships and work collaboratively to ensure continuity of learning for students.

Our Curriculum programs and teaching practices will effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

Assessment and Reporting:

In schools that excel, consistent school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.

At CPS:

Students will be instructed in how to use assessment and reporting processes to reflect on their learning.

In the **Domain of Teaching** the school's self-assessment is consistent with Sustaining and Growing using the evidence presented and is validated using the School Excellence Framework.

In the **Domain of Teaching** our evidence shows that effective classroom practices, using strategies proven by research to be effective, are being implemented throughout the school. Staff regularly review 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. All staff have participated in classroom observations, walkthroughs, reflections and feedback with a focus on improving practice. Staff have worked collaboratively to implement these processes. Staff implemented the new units of work for the History and Geography syllabi with adjustments made where necessary to meet the needs of specific students. As a staff belonging to the Whitebridge Community of Schools, we have collaborated in, and been part of, extensive professional learning. Teachers have shared their expertise with others creating a culture of collaboration and team work. Staff established professional goals, participated in peer and supervisor observations and evaluated their goals at regular intervals. The school's professional development program is clearly linked to both staff goals and the achievement of strategic directions in the current school plan. QTSS funding has been used to provide staff with mentoring in the areas of co-operative learning, developing warm ups, Count Me In training and improving student reading levels. 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.

Where to Next?

Teaching:

Effective Classroom Practice:

In schools that excel all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidenced-based teaching strategies.

At CPS:

Teachers will have professional development to provide explicit, specific & timely formative feedback to students on how to improve. They will use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

Data Skills and Use:

In schools that excel, student assessment data is regularly used school wide to identify students' achievements and progress, in order to inform future student focus.

At CPS:

The school leadership team engages the school community in reflecting on student performance data. Teachers use effect size data as well as external performance data to inform teaching practice.

Collaborative Practice:

In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice.

At CPS:

Using QTSS funding and Teacher Professional Learning funding the school will embed explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

Learning and Development:

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality teaching and learning outcomes is evaluated.

At CPS:

The school evaluates professional learning activities to identify and systemically promote the most effective strategies.

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Literacy and numeracy teaching methods and programming will be evaluated in line with "What Works Best Evidence Guide."

Professional Standards:

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards.

At CPS:

The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies. Teachers will be given more time in professional learning to achieve their individual goals and performance plan.

In the **Domain of Leading** the school's self-assessment is consistent with Sustaining and Growing using the evidence presented and is validated using the School Excellence Framework.

This year in the **Leading Domain** there has been strong emphasis from the leadership team on ensuring all staff knew the priorities and directions from the school plan. Milestones were evaluated every five weeks, professional development sessions planned each term, budgets were adjusted and LMBR reports analysed in fortnightly finance meetings. These processes ensured that school resources were strategically used to maximise and improve students' learning outcomes and will be maintained in the future. Major changes occurred in the way payments were made at school using the new Parents Online Practices and processes were evaluated according to community feedback. Processes have been put into place with regards to student attendance to ensure the school is compliant with DoE policy. Effective transition occurred for all students entering into Kindergarten for 2018 and also leaving CPS to go to high school. Leaders have worked well with staff to ensure a safe working environment existed for everyone.

Where to Next?

Leading:

Leadership:

In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.

At CPS:

The school leadership team will make deliberate and strategic use of its partnerships not only within the WCoS, but also in relationships in accessing resources for the purpose of enriching the school's standing within the local community & improving student outcomes.

School Planning, Implementation and Reporting:

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school vision and strategic directions evident in its main activity.

At CPS:

Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan. The school plan strategic directions will be discussed more frequently than the five weekly milestones discussion.

There is broad understanding of, and support for, school expectations & aspirations for improving student learning across the school community.

School Resources:

In schools that excel, resources are strategically used to achieve improved student outcomes.

At CPS:

Longer-term financial planning is integrated with school planning and implementation processes, and school budgets are aligned with the School Plan.

Management Processes and Practices:

In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

At CPS:

Streamlined, flexible processes will be adopted to deliver services and information & strengthen parental engagement. A school scope and sequence for community and parental engagement will be part of Strategic Direction Three.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 Terms 1, 2 and 3 students were provided with instruction in creative and critical thinking skills to complete Project Based Learning (PBL). 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 used to introduce PBL to all students in Years 4–6. Throughout the year students worked in small groups to complete three projects which have been presented to their peers for feedback. These projects were warmly received by all at the Education Week mini-concert. Explicit and systematic instruction using principles from Explicit Direct Instruction (EDI) has been continued to be implemented across the school by all teachers. Daily warm ups in literacy and numeracy became a focus for lessons to assist students in converting information from short term to long term memory. 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. Co-operative learning groups were also introduced into all classrooms this year. L3 was once again a feature of Literacy/Reading groups in Kinder. Data collection occurred every five weeks and information gained was used to identify targets for the next teaching period. "Seven Steps to Writing" gave students the motivation to write 'sizzling starts' and improve their writing results, as evidenced by the NAPLAN results for Yr 5.

To increase students' care and concern for others, the environment and global issues, the school implemented a variety of measures in 2017. These included: maintaining the vegetable garden, participating in "Clean Up Australia" Day, appointing an Energy monitor in each classroom, celebrating student success with "You Can Do It" awards, participating in the Life Skills mental health program and consolidating Peer Support. The school also supported a variety of charities through fund raising events, with the Colour Run for the Butterfly Foundation being a highlight.

In the annual surveys, 95% of parents indicated they supported the wellbeing initiatives used in the school and 100% of teachers, 95% of students and 93% of parents indicated that they felt the school was a friendly and tolerant place.

In Term 4 2016, the school adopted the 'Bump It Up' strategy, targeting high performing students in Years 4 and 6. This strategy was carried over in 2017 and is designed to ensure that these students maintain or increase their performance levels in NAPLAN. Students' value added growth increased from Towards Delivering to Delivering in Yr 5 and was maintained at Delivering in Yr 7. Learning and Support staff timetables were re organised to cater for the needs of those students who need additional support as well as students at the other end of the scale.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Improve ES1 from 21% of students achieving Level 9 in Benchmarking in 2014 to 85% of students achieving Level 9 in 2017		Kindergarten 80% students achieved level 9 (Only 10 students in Kinder 2017)
• Improve Y1 students achieving Level 19 in Benchmarking from 47% in 2014 to 85% in 2017	Reading Recovery allocation of three students per day.	Year 1 95% of students achieved Level 19 or higher.
• Improve Y2 students achieving Level 26 in Benchmarking from	\$1500 SLSO for Rip It Up Reading	Year 2

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% in 2014 to 85% in 2017		84% of students achieved Level 26 or higher.
<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 		At the end of year survey 95% students perceived themselves as successful learners.
<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 	\$9000 spent on SLSO support to implement the strategy	<p>The Yr 5 students' results indicated:</p> <ul style="list-style-type: none"> • 47% of students in the top two bands in Reading, up from 14% in 2016. • 47% of students in the top two bands in Grammar and Punctuation, up from 28% in 2016. • 52% of students in the top two bands in Spelling, up from 28% in 2016. • 14% of students in the top two bands in Writing, up from 11% in 2016.

Next Steps

Project Based Learning:

- PBL will occur with Yrs 4–6 using the Creative and Critical Thinking skills units being implemented in the Library. Students will complete a minimum of 2 projects throughout the year and these will be showcased to both parents and peers.

EDI

- All teachers will be trained with John Fleming in EDI principles and he will provide support, guidance and advice to teachers when he attends for professional development sessions.

L3

- Staff in ES1 continue to use L3 strategies in their Literacy sessions.

Kagan–Co–operative Learning

- New staff trained in co–operative learning strategies, with a mentor to assist.

Bump It Up

- Students in the top two bands will continue to receive extension work and SLSO and LAST timetables will be adjusted to reflect the needs of all students.

Increase concern and care for the environment, others and global issues.

- Students become involved in Environment Week, school leaders discuss which charities to support and participate in a range of wellbeing programs to support their social and emotional wellbeing.

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 undertook professional development this year using the research of John Hattie's Visible Learning. Teachers have used 'effect size' calculations to determine a student's growth and Learning Intentions and Success Criteria ensured students understood why their learning was important. In Terms 1–4, staff completed training in components 2 and 3 from the Kidsmatter framework. This training raised staff awareness of increasing opportunities for children to practise and transfer their social and emotional skills. It also aims to raise awareness of strengths and challenges involved in building collaborative working relationships with parents and carers. As a result, Brain Gym and Mindfulness practices are being used in classrooms, a "Coffee and chat" afternoon has been introduced to encourage parents to be part of the school and increased use of technology as a means of communication, has also been adopted. Kindergarten also participated in the Funfriends and Playing and Learning to Socialise programs. Staff were given time to prepare and rewrite new units for the "You Can Do It" social and emotional learning program in the school. A set time to teach these values has been implemented each week throughout K–6. In the annual survey 100% of staff indicated that the socio-emotional programs they are implementing are positively influencing student mental health. 93% of staff also refer to positive growth mindsets and bucket fillers with their students. 100% 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)	Funds Expended (Resources)	Progress achieved this year
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	QTSS Funding	100% 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.
100% of staff indicate at PDP meeting that they have had opportunities to set and achieve personal goals	QTSS Funding	100% of staff indicated at PDP meeting that they had opportunities to set and achieve personal goals
100% of teacher programs include regular reference to the implementation of activities that develop 21st Century skills.		When teaching programs were discussed each term individually with teachers 100% of the programs included regular reference to the implementation of activities that developed 21st Century skills.

Next Steps

Syllabi

- Staff to have professional development in new syllabi. Staff will also have training in Creative and Critical Thinking skills.

Student Wellbeing

- Staff trained in Kidsmatter Component 4. Continue Lifeskills and Mindfulness training. Bucket Fillers lessons are also taught to the students in line with "You Can Do It," social emotional learning program.

Performance Development Framework

- All staff will complete PDP's. Training will be given to SASS 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, “Have a Go 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 2018 were discussed and some acted upon immediately. Combined afternoon meetings were held two times during the year to allow staff to share resources and ideas and discuss LMBR, continuing school planning and new syllabi implementation. A combined Staff Development session was held in Term 3. The event opened with a key note speaker who instructed the staff about brain awareness and stimulating brain activity. In 2017 Yr 5 enrichment programs continued at Whitebridge High School. All students indicated that these events were engaging and worthwhile. Parent attendance at school events continued to be high, with an increase noticed in parent volunteering at community events. The concert and Education Week Open Day continued to be very well supported. As a whole, the school received very positive feedback about the community events held this year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Stage 3 math unit taught in all WCoS Primary schools based upon the identifiable needs as highlighted in the 2014 Year 6 WHS Assessment and NAPLAN.	Nil	Head Teacher Maths at WHS retired resulting in the cessation of planning and implementing maths units.
Review and critically analyse each event in determining future directions	Nil	Positive interactions and networking occurred amongst all students in the WCoS. Events were evaluated by AP's and organisers with changes implemented for 2018.
Increase parent participation in the P&C and school home partnerships.	Afternoon tea each week.	"Coffee and Chat" each week saw an increase in parent participation throughout the year.
A growth of at least two new enrichment programs per year to be offered to Yr 5 WCoS primary schools.		<ul style="list-style-type: none">• 2 new programs added in 2017.• All Yr 5 students from CPS thought the enrichment programs were worthwhile and needed to continue in 2018.

Next Steps

Shared TPL for WCoS staff

- Staff to participate in all WCoS Professional development events as required. Staff deliver professional development to WCoS members.

WCoS Calendar

- Shared WCoS calendar to be developed by Executive enhancing communication across the WCoS.

Positive student relationships developed in the WCoS.

- Students to participate in all WCoS events as required.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Money for casual relief for staff to attend PLP meetings– 2 relief days \$1000</p> <p>SLSO to teach Multilit \$120 per day x3=\$360 weekly Yearly x 30=\$10800</p> <p>NAIDOC celebrations and activities =\$2500</p> <p>\$1500 SLSO support for Rip It Up Reading</p> <p>\$600 support fro students to attend excursions, purchase textbooks and uniforms.</p>	<ul style="list-style-type: none"> • Analysed available data to review Aboriginal students' performances. • All students have a Personal Learning Plan and are making progress across the Literacy and Numeracy continuums. • Aboriginal perspectives have been incorporated into teaching units and a NAIDOC celebration held.
English language proficiency	<p>Resources: Teacher employed 3 hours per week to provide assistance to EALD students with Literacy and Numeracy in Terms 3 & 4. (\$6500)</p> <p>Harmony Day \$200</p>	<ul style="list-style-type: none"> • Staff used ESL scales to report on progress made by EALD students. • Harmony Day celebrations held in Term 1. • Increased the percentage of students who believe the school is friendly, tolerant and accepting of all students from 85% to 95%. • ESL students received extra support in class through employing an ESL teacher.
Low level adjustment for disability	<p>LAST Count Me In = \$5200</p> <p>SLSO support =\$14500</p>	<ul style="list-style-type: none"> • Analysed available data to determine progress of students on NDIS and reported to parents. • Revisited evidence collection procedures for students on NDIS with staff. Records were accurately kept for students. • LAST timetable reflected the needs of students to cater for those with most need. • SLSO support increased to 3 times per week for 2 hrs a day, which enabled Kindergarten and Year 1 students to focus on their sight words in reading groups.
Quality Teaching, Successful Students (QTSS)	<p>Resources = \$10,000 for 1 teacher 1 day per week for Terms 3 & 4 to mentor staff.</p>	<ul style="list-style-type: none"> • Staff mentored for Technology– communication with parents and school relationships with community increased. • Writing goals for students Yrs 2–6 developed for all students. Students know what is expected of their writing and where to next. • Teachers were mentored with EDI strategies, giving them assistance and confidence to try new warm ups.
Socio–economic background	<p>\$20200 to be expended over the year=\$40 per hour</p> <p>\$4600 SLSO</p> <p>Music teacher =\$10000</p> <p>Lifeskills program=\$1800</p> <p>Raw Art =\$1820</p> <p>Student assistance =\$3000 to be distributed as</p>	<ul style="list-style-type: none"> • SLSO employed 4 x 3.5 hrs per week providing intervention for Bump It Up students, as well as Tier 2 & 3 students as necessary. Yr 5 NAPLAN results indicated 48% of students in top two bands. • Music teacher employed for the year as part of CAPA. All students participated in at least two items for the school concert in Term 3 and are developing a passion for music. • Student subsidy across K–6 for Gym, Raw Art and Yrs 4–6 for Lifeskills program. All students participated in extra activities, with little cost to parents.

Socio-economic background	needed.	
Support for beginning teachers	Money spent for TPL for beginning teacher =\$4000	<ul style="list-style-type: none"> • Mentoring by the computer co-ordinator to allow the beginning teacher to assist with the role next year. Release days for support and mentoring. • Attended writing course to improve skills in Literacy. • Attended Kidsmatter course to assist in building relationships with community.
Bump it Up	Resources = SLSO	<ul style="list-style-type: none"> • Significant increase 15% in 2016 to 48% in 2017 of Yr 5 students in top two bands. • Increased Value Added in K-3, 3-5 and 5-7 to Delivering.
External Validation	Resources = 2 teacher days \$1000 for preparation. Staff professional development afternoon to prepare the validation submission.	<ul style="list-style-type: none"> • External Validation report presented to School Council and P&C. • School received Sustaining and Growing in 12 of the 14 elements and Delivering in the remaining 2 elements.
Concert	Resources = Tickets sold \$1800 Budget for each class =\$200 Hiring of special lights =\$325	<ul style="list-style-type: none"> • The concert provided a community event and showcased the talents of the CPS students. • Many positive comments were received from families and community members. • Links were made with the students and families from WHS who did the lighting and sound system.
LMBR	Nil	<ul style="list-style-type: none"> • LMBR and school finances were discussed each week at the admin staff meeting. • The finance committee met regularly and discussed the Employee Salary Report, The school's Overview Report and the Free Characteristics Report. The school has effective systems in place.
Goal setting/data walls	Nil	<ul style="list-style-type: none"> • Goal setting occurred each 5 weeks with students achieving their goals. • Data walls need to be revisited in Yrs 3-6 as they aren't as effective as first thought.
Soundwaves	\$20 Cost of a Soundwaves book for each parent.	<ul style="list-style-type: none"> • Teacher confidence in implementing "Soundwaves" Spelling Program increased.
School Plan	Planning workshops covering staff 3 x \$500=\$1500	<ul style="list-style-type: none"> • Community forum was held in Term 3 with 40 parents attending to begin consultation for the next three year school plan. • Staff meetings and professional development sessions were held for school planning and evaluation. • School Executive attended school planning meetings run by Principal School Leaders.
Seven Steps for Writing	Writing Course: 2x \$150=\$300 1 casual release day =\$500	<ul style="list-style-type: none"> • Two staff trained in 'Seven Steps for Writing' course and have inserviced other staff at professional development meetings. • Writing results in NAPLAN showed Yr 5 to be just below state average (which is an improvement on 2016). Students used "sizzling starts" in their writing activities and enjoyed sharing their writing and putting it into newsletters.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	66	72	83	73
Girls	62	62	56	45

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.9	94.3	93.9	95.4
1	94.2	90.9	95.8	92.6
2	96.2	93.7	93.8	94.9
3	95.8	95	93.7	90.5
4	95.2	93.8	93.6	94.3
5	96.4	94.5	94.1	95.2
6	93	94.2	91.5	94.7
All Years	94.8	93.9	93.8	94
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The school follows the Department of Education's policy for all attendance issues. Teachers contact parents each day a student is absent from school where no explanation has been received. Notes are sent home to parents after a student has been absent for more than three days. Regular poor attendance is monitored by the School Executive and reported to the Home school Liaison Officer for referral. Every attempt is made to work collaboratively with the parents to ensure students attend school on a regular basis.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	6.99
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.71
Other Positions	0

*Full Time Equivalent

No staff members are identified as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	2

Professional learning and teacher accreditation

In 2017 all teachers were accredited at Proficient level with six 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 fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31

	2017 Actual (\$)
Opening Balance	98,326
Revenue	1,653,731
Appropriation	1,593,550
Sale of Goods and Services	3,268
Grants and Contributions	55,270
Gain and Loss	0
Other Revenue	0
Investment Income	1,643
Expenses	-1,594,303
Recurrent Expenses	-1,594,303
Employee Related	-1,462,829
Operating Expenses	-131,474
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	59,428
Balance Carried Forward	157,755

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 Meeting of the School Council. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,164,446
Base Per Capita	21,243
Base Location	0
Other Base	1,143,203
Equity Total	99,551
Equity Aboriginal	8,481
Equity Socio economic	38,885
Equity Language	7,192
Equity Disability	44,992
Targeted Total	27,993
Other Total	280,424
Grand Total	1,572,413

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

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 majority of Yr 3 NAPLAN results were below the State average for all areas of Literacy. Students found the assessments very challenging. The majority of students will have Personalised Learning Plans to address gaps in their learning and allow them to achieve significant value added growth in Yr 5.

- 6% of students in the top two bands in Reading.
- 46% of students in the top two bands in Writing.
- 46% of students in the top two bands in Grammar and Punctuation.
- 6% of students in the top two bands in Spelling.

Yr 5 NAPLAN results showed a positive reflection of the "Bump It Up" program implemented by the school. The students' results indicated:

- 47% of students in the top two bands in Reading, up from 14% in 2016.
- 47% of students in the top two bands in Grammar and Punctuation, up from 28% in 2016.
- 52% of students in the top two bands in Spelling,

up from 28% in 2016.

- 14% of students in the top two bands in Writing, up from 11% in 2016.

In Yr 3 the majority of students' results in Numeracy were below the State average. 20% of students in the top two bands in Numeracy.

Yr 5 NAPLAN results showed a positive reflection of the "Bump It Up" program implemented by the school. The students' results indicated that 33% of students were in the top two bands in Numeracy, up from 15% in 2016.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

100% of our Aboriginal students in Yr 5 were in the top two bands for Literacy and Numeracy.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

90% of students say they are happy at school and 93% feel the school provides interesting and valuable opportunities. 94% say others accept them as they are and 85% think they are treated fairly at school. 80% of students believe they have friends at school they can trust and who encourage them to make positive choices and 87% try hard to succeed in their learning. The majority of students thought the three way interviews which were introduced this year were valuable.

100% of parents believe they are able to contact the school regarding concerns about their child and also 100% 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 according to 95% of all parents. 95% of parents support the behaviour management strategies being used within the school.

Parents outlined some areas that need improving at the school:

Improve the parking, more parent involvement in the P&C, shut the gates after school goes in, uniform colours, lunchtime seating, better technology, bigger variety in sporting activities, less permission notes.

Parents gave three words to describe the staff at 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, courteous, professional, approachable, considerate, skilled and helpful.

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 teacher and Principal. Personalised Learning Plans (PLPs) were negotiated between each student's family and the school for each student. Students attended the meetings this year. M Goals were also introduced to the students. These will be combined with PLPs and each Aboriginal student will be present to discuss their progress and goal setting at the PLP meetings in 2018.

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. Reading and reference resources were purchased for the library throughout the year to supplement learning in the Aboriginal perspectives across the curriculum.

Charlestown PS was represented at all of the Minimbah AECG meetings held during 2017. A review of Aboriginal Education Policy, programs and practices within the school was also undertaken.

NAIDOC activities 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, Aboriginal dancing and also face painting. Murals to enhance the understanding of Aboriginal culture combined with our own faces enhanced the "Kismatter" program at Charlestown PS. "Every Face Has a Place" was a wonderful addition to our school. Aboriginal funds were used to assist all students develop an appreciation of Aboriginal culture through a visiting artist Lucas Proudfoot.

Funding included in the Resource Allocation Model for Aboriginal Education allowed students to participate in the "Rip It Up Reading" program. This program combined with "Multilit" reading and spelling program, allowed Aboriginal students to 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. K-2 students went to Charlestown Square to perform a multicultural item during Harmony Day. The Kidsmatter Student Wellbeing modules also assisted in developing tolerance and understanding amongst students and promoted acceptance of all nationalities throughout the school. The new Aboriginal artwork has a border of "Welcome" representative of students' languages in the school. Parents also provided support to teachers in designing a "Welcome" sign written in each of the students' languages for each classroom door.