

# Charlestown Public School

## Annual Report



2018



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## Introduction

The Annual Report for 2018 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.

Mrs Jayne Thompson

Principal

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### Message from the Principal

2018 has been a successful, enjoyable year for students, staff and families of Charlestown Public School. Students have been successful in academic, sporting and cultural events throughout the year. Our dedicated, talented teachers provided exciting, rich learning experiences for our students. This included a continuation of Explicit Direct Instruction (EDI) to explicitly teach literacy and numeracy concepts. Staff also provided students with learning intentions and success criteria to make learning explicit. Staff professional development in Explicit Instruction, with leaders from Melbourne, also gave staff valuable strategies including warm ups in Maths and the value of explicit feedback to students. "You Can Do It" and "Kidsmatter" lessons were restructured and introduced across the school in a weekly timetable with all students and staff engaged in setting high expectations for behaviour in the school. Staff gained knowledge in the use of creative and critical thinking skills to prepare students for future focussed learning.

Charlestown Public School is supported by a strong, dedicated and active school community and P&C. We have a P&C run canteen that provides a much needed service for our students and their families. We have healthy attendance at monthly P&C meetings. Their ongoing support has provided the school with much needed resources and supported school programs such as the school swimming scheme. They also assisted the school with a large donation towards our new library furniture and in gaining a grant to assist with the hall air conditioning. We are now saving towards installing a shade sail for the play equipment area. We continued to work with our local community, participating in ANZAC Day, Education Week events and NAIDOC Day.

Our community also enjoyed events at our school throughout the year including the Easter Hat Parade, the Fete, Mother's Day stall, Father's Day breakfast, Grandparent's Day and our community carols night. Our dance group was once again part of the magnificent Starstruck performance at the Entertainment Centre and the Hunter Dance festival and our ukulele troupe performed well at the Newcastle Ukulele Festival.

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.

I would like to pay special thanks to our School Council, who after many years of service to the school decided to disband this year. Congratulations on your many achievements and I express my gratitude to all of you for your timeless energy and enthusiasm.

Our school continues to go from strength to strength and our committed staff work tirelessly to provide the best opportunities for every student in our school. I would like to thank them for their efforts, thank the supportive community and hard-working students for a wonderful year. I look forward to working with them all in 2019.

## Message from the school community

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 families. The P & C also operates both a successful and healthy Canteen along with a well stocked Clothing Pool.

In 2018, the P & C organised fundraising events which include Bunnings BBQs, catering for the Netball Gala Day and catering events at the school.

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 the biennial school fete. As part of the Grandparent's 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 :

- subsidising the school swimming program and Mad Food Science program;
- sponsoring students who have excelled in sport to attend State championships; and
- the installation of air-conditioning in the school hall.

## School background

### School vision statement

As a school 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 future focussed 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 encourages 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 Starstruck, the local public speaking and debating competitions and a range of sporting gala days throughout the year.

Charlestown Public School is a "Kismatter" 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 cross-cluster programs for gifted and talented 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

### 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. 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.

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 all elements.

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 Instruction (EI) and Visible Learning (VL) 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. Teachers are now delivering better feedback to each student. 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 0.4 over a twelve month period. According to Scout Value Added reports, the school is performing at the Delivering level for Years K–3, and Sustaining and Growing for Years 3–5 and Years 5–7. Staff have consolidated three way interviews and 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.

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 explicit and systematic, 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. There has been a lot of professional development around staff providing effective feedback to students. 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. The new Science syllabus has also been re-examined to incorporate the new Technology component. 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, learning intentions and success criteria, Count Me In training and improving student reading levels. Class timetables were also reviewed. Data has been used to inform teaching practice and also to effectively evaluate student understanding of lesson content.

In the **Domain of Leading** the school's self-assessment is consistent with Excelling 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 financial reports analysed in fortnightly meetings. These processes ensured that school resources were strategically used to maximise and improve students' learning outcomes and will be maintained in the future. The school's leadership team has developed a culture of high expectations with all stakeholders. Major changes occurred in the way payments were made at school using the new Parents Online Practices as well as introducing Schoolbytes 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 Department of Education (DoE) policy. Effective transition occurred for all students entering into Kindergarten for 2019 and also leaving CPS to go to high school. Leaders have worked well with staff to ensure a safe working environment existed for everyone.

Our self-assessment 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

Develop active, informed student learners.

### Purpose

To ensure a student centred learning environment that provides an opportunity for all students to succeed and thrive to become skilled, effective, motivated learners and confident, creative individuals. This will empower students to be successful emotionally, physically, socially and academically, contributing to a thriving community and living well.

### Overall summary of progress

This year students have experienced success as active, informed student learners 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) and Crunchers. 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 two projects which have been presented to their peers for feedback. These projects were warmly received by all at the Education Week mini-concert and the students work with Caine's Arcade assisted in fundraising for the farmers in the "Buy a Bale" campaign.
- Students also participated in goal setting every five weeks and were encouraged to achieve all of their goals. End of year student surveys indicate that 89% of all students from Yrs 2–6 believe that goal setting has a positive influence on student learning.
- 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 twice during the year.
- Co-operative learning groups were once again used to develop collaborative learning skills.
- L3 was 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.
- An individualised literacy program was implemented for 6 Year 1 students throughout the year.
- To increase students' care and concern for others, the environment and global issues, the school implemented a variety of measures in 2018. 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, daily Brain Gym actions and consolidating Peer Support. Kindergarten also participated in the Fun Friends and Playing and Learning to Socialise programs. A set time to teach "You Can Do It" values was 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. 80% of students believe growth mindset activities have a positive influence on their learning. 98% of parents indicated they supported the wellbeing initiatives used in the school. The school also supported a variety of charities through fund raising events, with the Caine's Arcade games session and Jeans for Genes Day being highlights.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 80% of students K–6 will achieve greater than 0.4 growth as measured by effect size in a range of measured areas in literacy and maths.	• Reading Recovery staffing allocation. • Quality Teaching, Successful Students (QTSS) staffing allocation used to provide mentoring support for teachers and intervention strategies for students to support literacy and numeracy development.	• 87% of students K–6 have achieved greater than 0.4 effect size. • Six students have graduated successfully from Reading Recovery. • QTSS funding provided staff with mentoring in the areas of co-operative learning, developing warm ups, learning intentions and success criteria and Count Me In training.
• Maintain or increase the number of students in the top 2 bands from Year 3 to Year 5, Year 5–7 in all NAPLAN areas.	• \$12000 spent on SLSO support to implement the Bump It Up strategy.	• Decrease in all areas despite consistent Bump it Up and good results in internal school measures.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>In the Tell Them From Me survey the school mean for engagement is above the NSW norm for 6 of the 9 Social–Emotional Outcomes.</li></ul>	Nil	In 2018, we were above the state mean for engagement in 5 out of 9 Social–Emotional Outcomes.
<ul style="list-style-type: none"><li>Aboriginal students will improve in their Literacy and Numeracy by greater than 0.4 effect size growth.</li></ul>	<ul style="list-style-type: none"><li>\$15000 spent on SLSO and LAST support</li></ul>	<ul style="list-style-type: none"><li>Aboriginal students participated in a range of programs–Multilit, Bump It up yr 6, Reading recovery, Fast words, L3. 80% of Aboriginal students have effect size growth of .4 or more in all areas of their learning.</li></ul>

## 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.

### **Creative and Critical Thinking (CCT):**

- All students will participate in lessons using Creative and Critical Thinking skills using Crunchers and CCT scope and sequence.

### **Kagan–Co–operative Learning**

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

### **Peer feedback**

- Students to have regular opportunities to provide feedback to each other on learning (related to goals)

### **Bump It Up**

- Review content and timing of Bump It Up used in Y4–6

### **Literacy**

- Continue individualised literacy program for Y1 students.

## Strategic Direction 2

Promote quality teaching and leadership

### Purpose

To build the capacity of teachers to deliver quality educational programs through the implementation of teaching, learning and leadership initiatives.

### Overall summary of progress

Explicit and systematic instruction using principles from Explicit Instruction (EI) has been continued to be implemented across the school by all teachers. Staff received professional development from John Fleming to better inform them in their use of warm ups, particularly in mathematics. Daily warm ups in 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. 85% of student surveys stated learning intentions and success criteria have had a significant impact on student learning and the learning culture of the school. During the year, three staff members attended conferences on Visible Learning with John Hattie. Professional development series were developed and implemented for staff on Visible Learning and Feedback over the course of the year. In the annual survey 92% of staff indicated that they now feel confident in using feedback to impact student learning and 90% indicated that the professional development on Visible Learning had a moderate to significant impact on their teaching practices.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>In the Educational Leadership element of the Leading domain, staff move from Sustaining and Growing to Excelling.</li></ul>	<ul style="list-style-type: none"><li>PD in John Hattie Visible Learning course for three staff members—\$3200</li><li>PD in Creative and Critical Thinking Skills course—\$4000</li></ul>	<ul style="list-style-type: none"><li>On–balance judgement still at Sustaining and Growing.</li><li>The school has moved to Excelling in the theme 'High Expectations Culture.'</li></ul>
<ul style="list-style-type: none"><li>In the Effective Classroom Practice element of the Teaching domain the school will move from Towards Delivering/ Delivering to Sustaining and Growing in all four themes.</li></ul>	<ul style="list-style-type: none"><li>QTSS funding used to provide staff mentoring.</li></ul>	<ul style="list-style-type: none"><li>On–balance judgement is still Delivering, with classroom management on Excelling.</li><li>A significant focus on feedback in 2018 has resulted in more effective practices being used by teachers and this has begun to impact student learning progress.</li></ul>
<ul style="list-style-type: none"><li>In the DataSkills and Use element of the Teaching domain the school will move from Delivering to Sustaining and Growing in all areas.</li></ul>	Nil	<ul style="list-style-type: none"><li>On–balance judgement is Sustaining and Growing.</li><li>Have moved to Sustaining and Growing in themes of 'Data literacy,' 'Data use in teaching' and 'Data use in planning'.</li></ul>
<ul style="list-style-type: none"><li>In the Curriculum and Assessment elements of the Teaching domain the school will move from Delivering to Sustaining and Growing in all areas.</li></ul>	<ul style="list-style-type: none"><li>PD in John Fleming Explicit Instruction course for all teachers—\$13000</li></ul>	<ul style="list-style-type: none"><li>On–balance judgement is now Sustaining and Growing in both elements.</li></ul>



### ***EI***

- All teachers will be trained with John Fleming in EI principles, ("I Do, We Do, You Do" and warm ups in Literacy) and he will provide support, guidance and advice to teachers when he attends for professional development sessions.

### ***Syllabi***

- Staff to have professional development in new syllabi.
- New Science and Technology syllabus will be implemented in 2019.
- School programs will be reviewed in preparation to implement new PD/H/PE syllabus in 2020.

### ***Feedback***

- Change talk meeting to be held to evaluate Feedback practices in light of training provided in 2018.
- QTSS funding to be used to provide staff with mentoring in use of feedback as required.

### ***Visible Learning***

- Final 2 sessions of training on surface to transfer learning to be completed.
- Staff development to be designed and provided on developing "Assessment capable learners" and "10 Mind frames for Visible Learning".

### ***Data use***

- Additional training in effective use of data to be provided to teachers who have indicated they still require assistance with this.
- Staff to be trained in use of PLAN 2.

## Strategic Direction 3

### Enhance community connections

#### Purpose

To build inclusive, collaborative teams and school networks through quality community partnerships which have students' engagement, learning and wellbeing as a central focus and promotes students as global citizens.

#### Overall summary of progress

2018 started with a Welcome BBQ and school disco for our Parent/Teacher night. This was a huge success. Parent attendance at school events continued to be high, with an increase noticed in parents volunteering at community events. The Easter Hat Parade and the 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. Many combined WCoS events, including the Kindergarten transition evening, Leadership Day, "Have a Go Day" and Charlestown Cup were run throughout the year with feedback sought and acted on from participants. Combined WCoS afternoon meetings were held two times during the year to allow staff to share resources and ideas on behaviour management and STEM. A combined Staff Development session was held in Term 3. At this event staff were able to choose 2 sessions to attend on topics such as STEM, Technology, PE, Music, CV writing and Writing. This event was very well received by staff. Enrichment programs continued at Whitebridge High School, but this year predominately Year 4 students were involved. All students indicated that these events were engaging and worthwhile. In the annual survey 98% of parents indicated that this was a school where positive relationships exist between the school and the community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>The school will move from Delivering to Sustaining and Growing in the Community Engagement theme of Educational Leadership – the school will regularly seek and address feedback on school performance from students, staff, parents and the broader school community.</li></ul>	Nil	<ul style="list-style-type: none"><li>Progress has been made towards Sustaining and Growing. Students, staff and parents were provided with several opportunities to provide feedback on school performance throughout the year, eg. surveys, meetings etc, in regards to school culture, wellbeing and extra curricula activities and this feedback was acted upon. Executive have identified a need for more feedback opportunities in regards to academic achievement.</li></ul>
<ul style="list-style-type: none"><li>The school will move from Delivering to Sustaining and Growing in the Parent Engagement theme of Reporting, on the SEF – parents are presented with clear information on what and how well their children are learning and receive regular information about how to support their child's progress.</li></ul>	Nil	<p>On-balance judgement remains at Delivering. The dot points below indicate steps we have taken this year in this area:</p> <ul style="list-style-type: none"><li>Class Dojo introduced as a tool to update parents on classroom learning and activities. This has been well received by the parents with 84% of parents indicating that Class Dojo is a valuable tool in the annual survey.</li><li>In the same survey, 93% of parents indicated that this is a school where information about student learning is shared between home and school. However, a few parents specifically asked for more information on student learning.</li><li>Parent meeting held early in the year to share information with parents on Growth Mindsets and the impact of this on learning.</li><li>Information on supporting students learning included in the newsletter throughout the year.</li></ul>
<ul style="list-style-type: none"><li>CPS will actively participate in 100% of learning opportunities provided for both students and staff by WCoS and each event will be evaluated.</li></ul>	Nil	<ul style="list-style-type: none"><li>100% of staff activities completed.</li><li>There was 1 Y 5 enrichment activity that we did not participate in and that was Chinese. We didn't send students to the high school because the Chinese teacher came here during 3rd term.</li></ul>

## Next Steps

### ***Parental feedback***

- Investigate ways for parents and students to provide feedback on academic achievement.

### ***Communication around student learning***

- More written information to be provided to parents in regards to what students are learning each term.
- Promotion of Class Dojo as a communication tool needs to continue.
- Remind parents regularly that they can make an appointment to speak to the class teacher about student learning as needed throughout the year – no need to wait for formal parent/teacher interviews.

### ***WCoS***

- Changes in opportunities to participate in enrichment groups to be monitored throughout the year.
- Continue to evaluate events as they are held and implement changes as required.

### ***Community involvement***

- Continue to monitor attendance at community events.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Resources—\$6361</p> <p>Money for casual relief for staff to attend PLP meetings— 2 relief days \$1000</p> <p>SLSO to teach Multilit \$40 per day x 3=\$120 weekly Yearly x 20=\$2400</p> <p>NAIDOC Event and activities =\$1961</p> <p>\$1000 support for students to attend excursions, purchase textbooks and uniforms.</p>	<ul style="list-style-type: none"> <li>• Analysed available data to review Aboriginal students' performances.</li> <li>• All students have a Personal Learning Plan and are making progress across the Literacy and Numeracy continuums.</li> <li>• Aboriginal perspectives have been incorporated into teaching units and a NAIDOC event held.</li> </ul>
<b>English language proficiency</b>	<p>Resources—\$6784</p> <p>Resources: Teacher employed 3 hours per week to provide assistance to EALD students with Literacy and Numeracy in Terms 3 &amp; 4. (\$6500)</p> <p>Harmony Day \$200</p> <p>Drumming, Food, Art work were some of the activities students participated in for Harmony Day.</p>	<ul style="list-style-type: none"> <li>• Staff used ESL scales to report on progress made by EALD students.</li> <li>• Harmony Day celebrations held in Term 1.</li> <li>• Increased the percentage of students who believe the school is friendly, tolerant and accepting of all students from 85% to 88%.</li> <li>• ESL students received extra support in class through employing an ESL teacher.</li> </ul>
<b>Low level adjustment for disability</b>	<p>Resources—\$14504</p> <p>LAST Count Me In=\$5200</p> <p>SLSO support=\$9304</p>	<ul style="list-style-type: none"> <li>• Analysed available data to determine progress of students on NDIS and reported to parents.</li> <li>• Revisited evidence collection procedures for students on NDIS with staff. Records were accurately kept for students.</li> <li>• LAST timetable reflected the needs of students to cater for those with most need, intervention timetable adjusted to cater for students with most need.</li> <li>• SLSO support increased to 4 times per week for 2 hrs a day, which enabled Kindergarten and Year 1 students to focus on their sight words in reading groups.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Resources =0.257 staffing allocation</p> <p>\$24000</p> <p>Provide teacher mentoring for Terms 1–4</p>	<ul style="list-style-type: none"> <li>• Staff mentored for Technology—communication using Class Dojo with parents and school relationships with community increased. Two staff supported to use Plickers in their classroom.</li> <li>• Teachers were mentored with EI strategies, giving them assistance and confidence to try new warm ups and implement learning intentions and success criteria.</li> <li>• Time used to develop Visible Learning and feedback professional development series that have been implemented with staff across the school.</li> <li>• Time used to support new teachers to the school.</li> </ul>

<b>Socio-economic background</b>	Resources—\$32630 \$4600 SLSO music teacher— \$4500	<ul style="list-style-type: none"> <li>• SLSO employed 4 x 3.5 hrs per week providing intervention for Bump It Up students, as well as Tier 2 &amp; 3 students as necessary. Yr 5 NAPLAN results indicated 30% students in top two bands in Reading.</li> <li>• Music teacher employed for the year as part of CAPA. The school percussion band performed at several special events throughout the year and are developing a strong passion for music.</li> <li>• Student subsidy across K–6 for Gym, Raw Art and Yrs 3–6 for Lifeskills program. All students participated in extra activities, with subsidised cost to parents.</li> </ul>
<b>Support for beginning teachers</b>	Nil	<ul style="list-style-type: none"> <li>• 1 to 1 meeting.</li> <li>• PDP review.</li> </ul>



## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	72	83	73	77
Girls	62	56	45	71

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.3	93.9	95.4	95.6
1	90.9	95.8	92.6	94.6
2	93.7	93.8	94.9	90.4
3	95	93.7	90.5	95.8
4	93.8	93.6	94.3	90.5
5	94.5	94.1	95.2	92.3
6	94.2	91.5	94.7	91.7
All Years	93.9	93.8	94	93
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.11
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.91

\*Full Time Equivalent

One of the school staff members identifies as 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	1

### Professional learning and teacher accreditation

In 2018 all teachers were accredited at Proficient level with seven teachers at the maintenance 1 level. Staff Professional Learning has been discussed in detail in Strategic Directions 1–3.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	157,755
<b>Revenue</b>	1,842,691
Appropriation	1,755,304
Sale of Goods and Services	3,825
Grants and Contributions	81,670
Gain and Loss	0
Other Revenue	0
Investment Income	1,892
<b>Expenses</b>	-1,786,031
Recurrent Expenses	-1,786,031
Employee Related	-1,554,629
Operating Expenses	-231,402
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	56,660
<b>Balance Carried Forward</b>	214,414

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

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,246,036
Base Per Capita	22,818
Base Location	0
Other Base	1,223,218
<b>Equity Total</b>	101,923
Equity Aboriginal	6,361
Equity Socio economic	32,630
Equity Language	6,784
Equity Disability	56,149
<b>Targeted Total</b>	43,004
<b>Other Total</b>	298,665
<b>Grand Total</b>	1,689,628

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Yr 3 NAPLAN results were above the National average for Reading, Spelling, Grammar, Punctuation and Maths. The results were on par with the National average for Writing.

\* 70% in the top two bands in Reading. No students were in the bottom two bands.

\* 70% in the top two bands in Spelling. No students were in the bottom two bands.

\* 65% in the top two bands in Grammar. No students were in the bottom two bands.

\* 19% in the top two bands in Writing. No students were in the bottom two bands.

CPS K–3 value added growth is Delivering

Yr 5 NAPLAN results showed the students were above the National average in Spelling and Writing. The students' results indicated they were on par with the National average in Numeracy, Reading, Grammar and Punctuation.

\* 30% in the top two bands in Reading.

\* 34% in the top two bands in Writing.

\* 40% in the top two bands in Spelling.

\* 24% in the top two bands in Grammar.

CPS Yrs 3–5 value added growth is Sustaining and Growing.

CPS Yrs 5–7 value added growth is Sustaining and Growing.

Yr 3 NAPLAN data for Numeracy is:

\* 52% in the top two bands in Numeracy. 1 student was in the bottom band and no students in band 2.

Yr 5 NAPLAN data for Numeracy.

\* 18% in the top two bands in Numeracy.

The Bump It Up program as well as individualised learning plans are also assisting students to progress in the top two bands.

## Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

85% of students say they like coming to school everyday, whilst 90% are happy at school. 89% 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 97% try hard to succeed in their learning. The majority of students thought their teacher helps them to achieve their best. 90% of students believe that setting their own learning goals in class has helped them to improve their learning. Similarly 85% think that having learning intentions and success criteria discussed during lessons has improved their learning. Warm ups were introduced in maths lessons this year and 92% of students believe that they help students recall information more easily and quickly. Growth mindset activities have had a moderate to high impact in 75% of students.

98% of parents believe they are able to contact the school regarding concerns about their child and also 98% believe that we are a friendly school that is tolerant and accepting of all students. 98% of parents believe that there are positive relationships between the school and community. 98% of parents say that CPS is a happy, safe and well-resourced school and they are happy with the opportunities the school provides for their child. Families are invited and encouraged to be involved in the classroom and school activities according to 98% of parent responses. Information between school and home is shared well according to 98% of all parents. Parents also believe in 98% of responses that information about the school's programs is regularly communicated to them. 94% 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, different options at the canteen, opportunity for parents to meet with teachers to discuss

their child's goals for the year, more grass areas—though the outdoor areas are nice, more notice for costly excursions, communication with parents when their child is receiving an award for assembly, increased supervision at the park and an automatic correspondence with parents if their child hasn't turned up for the day.

Parents gave three words to describe CPS:

Friendly, supportive, welcoming, kind, happy, respectful, proud, inclusive, fun, dynamic, interested, responsive, professional, safe, innovative, vibrant, social, organised, family oriented, embracing, incredible, excellent, positive, understanding and community based.

100% of staff believe that a wide range of extra curricular activities are offered with a strong focus on literacy and numeracy. 100% also believe that positive relationships exist between the school and its community. Staff agree with students in the use of learning intentions and success criteria as having a high impact on student learning and engagement. All staff use warm ups and Explicit Direct Instruction strategies to improve student outcomes and feel confident in giving students explicit feedback about their work and next steps in their learning.

## 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 the class teacher and Principal. Personalised Learning Plans (PLPs) were negotiated between each student's family and the school for each student. There were many issues with M Goals website, so it was decided not to pursue these this year. Each Aboriginal student was present to discuss their progress and goal setting at the PLP meetings.

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 2018. 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 recognition of our own Awabakal area were a welcome addition to the school. Aboriginal funds were used to assist all students develop an appreciation of Aboriginal culture through a visiting artist Dion Drummond from the Torres Strait Islands. 93% of students indicated they were happy with how the school celebrates NAIDOC Day.

Funding included in the Resource Allocation Model for Aboriginal Education allowed students to participate in the "Multilit" program. This program combined with a 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

Harmony Day 2018 was a great celebration of multiculturalism. The students participated in a range of activities that celebrated and increased their understanding of cultural diversity. The African drumming workshop was a big hit with everyone getting in to the groove. All students who participated got to play a drum and learnt lots about African music and culture. There was smiling faces all around. In the kitchen the students cooked Chinese Turnip Pancakes. For many students (and staff) this was their first taste of turnips. The pancakes got a mixed response taste wise but everyone got to create and taste something new.

Both the K–2 and 3–6 students created variations of Chinese dragons in the craft group. Students got to listen to and view both Japanese and Indian folktales in the storytelling session. As part of our celebrations, parents filled in a brief survey to identify the cultural heritage of their extended family. This information was then used to create a world map mural which is now displayed in the playground.