

# Charlestown Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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

Charlestown Public School is a delightful learning environment for students. The school has grown in numbers to 148 students and will continue to grow next year. Our focus is to develop the whole child across all academic, social and emotional domains. We believe that to be successful learners our students need to be able to manage their emotional, mental, spiritual and physical wellbeing. Children need to feel good about themselves and experience success at school everyday. The students who fill our classrooms are very friendly and polite. They are warm and tolerant and are very supportive of each other. As you walk around the school, you find every classroom to be a productive, busy place filled with children who appear keen to learn.

Members of the teaching staff are a credit to their profession, showing high degrees of professionalism and a genuine care for the students they teach. Teachers have a strong commitment to a culture of continuous improvement and have embarked on a series of workshops around providing purposeful feedback to students and encouraging peer feedback with their class. The staff is also into its second year of working closely with John Fleming and Explicit Instruction (EI) pedagogy. Daily literacy and numeracy sessions in each classroom display our new warm ups, which reinforce known content converting information from short term to long term memory. There are also "I Do, We Do, You Do" lessons with lots of "hands on" resources too. An abundance of Science Technology Engineering and Mathematics (STEM) resources cater for our students creative and critical thinking skills. This year students have developed their creative and critical thinking skills by using the Department of Education's (DoE) Virtual Reality kit, 3D Printer, Ozobots, Spheros, Beebots and Probots.

Our Creative and Performing Arts (CAPA) groups were a huge success with the biannual concert in September. Many talented students performed individual items with sensational class items under the theme "The Places You Go!"

The highly supportive parents at CPS contribute greatly to the school in many ways. They help in classrooms, with sporting programs and the canteen, whilst P&C fundraising is much appreciated by staff and students. The strengthening of learning partnerships over recent years has further enhanced learning at Charlestown Public School.

When our students leave school we want them to be responsible members of a diverse society and have the skills necessary to equip them for life-long learning in the 21st century. To this end we aim to provide a well-rounded curriculum and support the development of the whole child. We believe that the education of our students is a shared responsibility and as such, strive for genuine community engagement and open communication between students, parents and families.

### 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 2019, the P & C organised fundraising events which included Bunnings BBQs, catering for the Netball Gala Day and catering events at the school. The P & C were also successful in securing two government grants.

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 concert 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:

- subsidising the school swimming program
- sponsoring students who have excelled in sport to attend State championships
- the installation of a shade structure over the play equipment
- new library furniture
- funding the repair of the cricket nets.

## 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 "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 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## 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.

### Improvement Measures

- 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.
- 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.
- 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.
- Aboriginal students will improve in their Literacy and Numeracy by greater than 0.4 effect size growth.

### Overall summary of progress

This year students have experienced success as active, informed student learners in the following ways:

- There was a strong focus this year with students on identifying the characteristics of good learners. Staff used research to identify the characteristics and a canvas was designed to promote these that is now displayed in every learning space in the school. During Term 3, one characteristic was explored each week with students. The characteristic was explained and examples given. Class teachers referred to the characteristics regularly in class and awards were given at weekly assemblies to students who displayed these. Information was also provided to parents and the wider community each week through the school newsletter and school sign. This process increased student understanding of what it means to be a successful learner and the number of students who perceive themselves to be successful increased as a result.
- Students were given explicit instruction on the importance of seeking and using feedback. A canvas was designed to define feedback for students and to outline the three crucial feedback questions – Where am I going? How am I going? And Where to next? Effective feedback strategies were modelled for students and according to the annual survey, 82% of students indicated they had regular opportunities to give and receive peer feedback. Student awareness of the importance of acting on teacher feedback also increased.
- Students were provided with regular opportunities to develop their creative and critical thinking skills through the use of Crunches and STEM challenges. Students worked in teams to manipulate a range of materials to solve problems. Virtual reality experiences during Term 2 were a highlight for Years 4–6. In the annual survey, 96% of students indicated that they had been provided with regular opportunities to develop creative and critical thinking throughout the year.
- Students in Years 2–6 participated in goal setting every five weeks and were encouraged to achieve all of their goals. End of year student surveys indicate that 96% of students put consistent effort into achieving their goals.
- 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 Kindergarten. 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 four Year 1 students throughout the year. These students are now meeting stage expectations for reading.
- Rip It Up reading was implemented for 6 students and Multitit for 4.
- To increase students' care and concern for others, the environment and global issues, the school implemented a variety of measures in 2019. These included: maintaining the vegetable gardens, participating in "Clean Up Australia" Day, 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. A set time to teach "You Can Do It" values was implemented each week throughout K–6. 83% of students indicated that this program had improved their organisation, persistence, resilience and getting along skills this year. The K–2 classes also implemented the Fun Friends program. In the annual survey 100% of staff indicated that the socio-emotional programs they are implementing are positively influencing student mental health. 100% of staff also indicated that they refer to



positive growth mindsets on a regular basis. 96% of parents indicated they supported the wellbeing initiatives used in the school. The school also supported a variety of community organisations through fundraising events, with the cake stall for the bushfire victims being a highlight.

## Progress towards achieving improvement measures

**Process 1:** • Use of evidence based practices to promote learning.

Evaluation	Funds Expended (Resources)
<p><b>Goal 1:</b> 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 numeracy.</p> <p><b>Result:</b> 81% of students K–6 achieved greater than 0.4 growth in 2019.</p> <p><b>Goal 2:</b> Maintain or increase the number of students in the top two bands from Year 3 to Year 5, Year 5–7 in all NAPLAN areas.</p> <p><b>Result:</b> CPS increased the number of students in the top two bands from Year 3–5. We no longer have access to the Years 5–7 data so are unable to report on that.</p> <p><b>Goal 3:</b> Aboriginal students will improve their literacy and numeracy by greater than 0.4 effect size growth.</p> <p><b>Result:</b> 91% of Aboriginal students achieved an effect size growth of greater than 0.4 across a range of literacy and numeracy measures.</p>	\$20000

**Process 2:** • Implement strategies to improve student use of technology to communicate, collaborate, create and critically analyse information.

Evaluation	Funds Expended (Resources)
<p><b>Goal:</b> A minimum of 80% of students indicate in the annual survey that they have the essential technology skills to be creative and productive.</p> <p><b>Result:</b> In the annual survey 97% of students strongly agreed or agreed that they had been provided with regular opportunities to develop their creative and critical thinking skills. Students were not asked to rate their own level of proficiency in 2019, this will occur in 2020.</p>	\$25000

**Process 3:** • Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p><b>Goal 1:</b> 80% or more of students consider themselves successful learners.</p> <p><b>Result:</b> According to our end of year survey results, 94% of students consider themselves successful learners</p> <p><b>Goal 2:</b> 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.</p> <p><b>Result:</b> CPS was above the NSW norm for 6 of the 9 Social–Emotional Outcomes in the second semester Tell Them From Me survey.</p>	\$2000

## Next Steps

**Good learners**

- Review the characteristics of a good learner on a regular basis with students and the wider community.
- Teachers to continue to differentiate experiences to ensure every student experiences success.

**Feedback**

- Regularly reinforce the three feedback questions with students, highlighting their importance in terms of learning progress.
- Provide regular opportunities for peer feedback related to personal goals and Success Criteria.

**Creative and Critical Thinking (CCT)**

- All students to participate in weekly STEM activities and Crunches.
- STEM SHARE kits to be incorporated in Enrichment activities.

**Kagan–Co–operative Learning**

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

**Literacy**

- Maintain individualised literacy program for Y1 students.
- Continue implementation of Rip it Up reading and Multilit.



## 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.

### Improvement Measures

- In the Educational Leadership element of the Leading domain, staff move from Sustaining and Growing to Excelling.
- 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.
- In the Data Skills and Use element of the Teaching domain the school will move from Delivering to Sustaining and Growing in all areas.
- In the Curriculum and Assessment elements of the Teaching domain the school will move from Delivering to Sustaining and Growing in all areas.

### 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. Reading warm ups were also included this year with all classes. 92% of students stated that using warm ups in class help them recall and retain information more easily and quickly. Lessons involving "I Do, We Do, You Do" and Plough Back became a focus as teachers used the Explicit Instruction Learning Cycle regularly in their lessons.
- Throughout the year teachers have participated in numerous professional development sessions around using effective feedback with students. Feedback has been peer to peer, teacher to student and student to teacher, with opportunities for students to use self talk and self assessment. In the annual survey, 85% of students said they were given opportunities to self assess and 82% said they were given opportunities to give and get feedback with their peers. Staff and students put together posters for their classrooms on 'How to be a Good Learner' and 'How Feedback Guides Learning.'
- During the year, four staff members attended conferences on Visible Learning with John Hattie and one staff member is working with the Leadership Development Initiative to further increase the staff knowledge of feedback. Professional development series were developed and implemented for staff on Visible Learning and Feedback over the course of the year. In the annual survey 100% of staff indicated that they now feel confident in using feedback to impact student learning and 92% indicated that the professional development on Visible Learning and Feedback had a moderate to significant impact on their teaching practices.

### Progress towards achieving improvement measures

**Process 1:** • Implement new syllabi, reforms or policies.

Evaluation	Funds Expended (Resources)
<p><b>Goal 1:</b> New Science and Technology syllabus will be implemented K–6 through units written collaboratively by staff.</p> <p><b>Result:</b> All students K–6 have engaged in units from the Digital Technologies, Living World and Earth and Space Strands. Kindergarten have also undertaken units from the Physical and Material World strands. Units were modified as necessary to better meet the needs of classes. All units for 2020 have already been written and resourced.</p> <p><b>Goal 2:</b> Increase staff awareness of the new PDHPE syllabus in preparation for implementation in 2020.</p>	\$2000

## Progress towards achieving improvement measures

**Result:** Staff have completed two TPL sessions on new syllabus and have commenced writing units for 2020.

**Process 2:** • Build the capacity of staff to implement evidence based practices.

Evaluation	Funds Expended (Resources)
<p><b>Goal 1:</b> In the Educational Leadership element of the Leading domain, staff move from Sustaining and Growing to Excelling.</p> <p><b>Result:</b> The school is now Excelling.</p> <p><b>Goal 2:</b> 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.</p> <p><b>Result:</b> Lesson planning is at Sustaining and Growing. The other three themes are at Excelling.</p> <p><b>Goal 3:</b> In the Data Skills and Use element of the Teaching domain the school will move from Delivering to Sustaining and Growing in all areas.</p> <p><b>Result:</b> Two themes from this area are at Sustaining and Growing. The other two themes have moved to Excelling.</p> <p><b>Goal 4:</b> In the Curriculum and Assessment elements of the Teaching domain the school will move from Delivering to Sustaining and Growing in all areas.</p> <p><b>Result:</b> Of the 8 themes in these two areas, two are at Sustaining and growing and the remaining 6 are at Excelling.</p>	\$20000

**Process 3:** • Increase staff competence in use of technology for Future Focussed Learning.

Evaluation	Funds Expended (Resources)
<p><b>Goal:</b> 85% of staff and students indicate via annual survey that they have the technology resources and competence to utilise technology to engage in 21st Century learning tasks.</p> <p><b>Result:</b> 86% of staff indicated that they feel confident to engage students in using Future Focused Skills using the available resources. 76% of students are happy with our level of technology use.</p>	Nil

## Next Steps

### Explicit Instruction

- All teachers will be trained by John Fleming in EI principles, ("I Do, We Do, You Do" Explicit Instruction Learning Cycle, warm ups in Reading and Numeracy and begin self talk for genre writing) 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.
- The new PDHPE syllabus will be implemented in 2020. The school scope and sequence will be reviewed to reflect the content of the syllabus.

### Feedback

- Change talk meeting to be held to evaluate Feedback practices in light of training provided in 2019.
- QTSS funding to be used to provide staff with mentoring in use of feedback as required.

**Visible Learning**

- The Final 4 sessions of training on the 10 Mindframes of Visible Learning are to be completed.
- Staff development to be designed and provided on developing "Assessment capable learners".

**Evidenced Based learning**

- Staff development to be undertaken on additive strategies.

**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 receive further training in the 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.

### Improvement Measures

- 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.
- 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.
- CPS will actively participate in 100% of learning opportunities provided for both students and staff by WCoS and each event will be evaluated.

### Overall summary of progress

- 2019 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, and community events were well supported by volunteers.
- The Easter Hat Parade and the Education Week Open Day were again highlights of the school year. Another highlight was the school concert held in Term 3, where all students performed in at least two items. As a whole, the school received very positive feedback about the community events held this year.
- This year the school placed a strong emphasis on increasing parent awareness of student learning. Information was included in the newsletter about the content of different Key Learning Areas, class teachers sent home termly letters to inform parents of the intended learning for the term, class blurbs were updated termly on the website and Class Dojo was used by teachers to communicate with parents.
- 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. CPS ran the Charlestown Cup this year.
- Combined WCoS afternoon meetings were held two times during the year to allow staff to share resources and ideas on behaviour management and writing. A combined Staff Development session was held in Term 3. At this event staff listened to two motivational guest speakers who spoke on the importance of resilience and mindfulness. Staff also attended a workshop on a personal area of interest. Workshops included topics such as STEM, Technology, Literacy, Special Education, Speech Development and Feedback. This event was very well received by staff.
- Enrichment programs continued at Whitebridge High School with selected Year 4 students attending Science, Robotics and Master Chef activities. 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

**Process 1:** • Improve communication and information dissemination with the school community.

Evaluation	Funds Expended (Resources)
<p><b>Goal 1:</b> 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.</p> <p><b>Result:</b> The school has now self assessed as being Excelling in this area on</p>	Nil

## Progress towards achieving improvement measures

the basis of staff and community survey results.

**Goal 1:** 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.

**Result:** The school has now self assessed as being Sustaining and Growing in this area on the basis of staff and community survey results.

**Process 2:** • Engage in WCoS initiatives to enhance quality teaching, learning, leadership and partnerships.

Evaluation	Funds Expended (Resources)
<p><b>Goal:</b> CPS will actively participate in 100% of learning opportunities provided for both students and staff by WCoS and each event will be evaluated.</p> <p><b>Result:</b> CPS has participated in 100% of WCoS activities for staff and all but one opportunity that was offered to students. Students did not attend this activity as it clashed with a school event that we were unable to change. All WCoS activities were evaluated.</p>	Nil

**Process 3:** • Increase community connections.

Evaluation	Funds Expended (Resources)
<p><b>Goal:</b> Increase the number of attendees at community events.</p> <p><b>Result:</b> Number of attendees at community events has increased compared to 2018.</p>	<p>\$1200 for costumes and props</p> <p>\$500 for lighting and sound</p>

**Process 4:** • Build resilient global citizens.

Evaluation	Funds Expended (Resources)
<p><b>Goal:</b> On the Tell Them From Me survey the school results are equal to or greater than the state average for developing a positive sense of belonging.</p> <p><b>Result:</b> In Semester 2, school results were 71% compared to the state average of 81%.</p>	\$846 raised through out of uniform and also cake stall

## Next Steps

### Parent Involvement

- Continue to look for new ways to welcome and involve new families in liaison with the P & C.

### Parental feedback

- Continue to provide opportunities for parents and students to provide feedback on academic achievement.

### Communication around student learning

- Maintain level of 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.
- Evaluate events as they are held and implement changes as required.

**Community involvement**

- Continue to monitor attendance at community events.

**Student Sense of belonging**

- Hold termly meetings with students in Y2–6 to provide the opportunity for students to have a say on school issues.
- Involve students in decision making as much as possible.
- Share results of student surveys with students and how these results are impacting on decision making.
- Ensure that the message of inclusion and a sense of belonging is an explicit focus for PD lessons.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$9888	<ul style="list-style-type: none"> <li>• Analysed available data to review Aboriginal students' performances.</li> <li>• All students have a Personalised Learning Plan (PLP) and are making progress across all Key Learning Areas. PLPs meetings with parents occurred three times during the year and Year 2–6 students were included.</li> <li>• Aboriginal perspectives have been incorporated into teaching units and a NAIDOC event held.</li> <li>• Aboriginal students were supported with funding to attend school camp and other local excursions as required.</li> </ul>
<b>English language proficiency</b>	\$14347	<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 88% to 93.5%.</li> <li>• EALD students received extra support in class through employing an EALD teacher. This assisted EALD students to move closer towards, and in many cases meet, stage expectations.</li> </ul>
<b>Low level adjustment for disability</b>	\$14598 plus staff allocation of 0.4.	<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 was regularly reviewed throughout the year to reflect the needs of students and cater for those with most need. The intervention timetable was also adjusted to cater for students with most need.</li> <li>• SLSO support provided in class for Tier 1 and Tier 2 students which enabled students to work towards closing the gap with their peers.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing allocation of 0.2.	<ul style="list-style-type: none"> <li>• Staff mentored for Technology – communication using Class Dojo with parents and school relationships with community increased as a result. Staff also shown how to use virtual reality equipment to enhance learning.</li> <li>• Teachers were mentored with Explicit Instruction (EI) strategies, giving them assistance and confidence to try new warm ups for reading/spelling and implement the 'I do, we do, you do' format for lessons.</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 to learn routines, become familiar with Visible Learning and EI and to develop teaching programs.</li> <li>• Teachers provided with time to collaborate on planning and to analyse data.</li> </ul>
<b>Socio-economic background</b>	\$30872	<ul style="list-style-type: none"> <li>• SLSO employed to provide intervention for</li> </ul>

<b>Socio-economic background</b>	\$30872	<p>Tier 2 &amp; 3 students as necessary.</p> <ul style="list-style-type: none"> <li>• Additional LAST time provided, beyond allocation, for implementation of Bump It Up and Count Me In.</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.	We did not have any beginning teachers in 2019.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	83	73	77	73
Girls	56	45	71	73

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.9	95.4	95.6	92.8
1	95.8	92.6	94.6	94.9
2	93.8	94.9	90.4	93.2
3	93.7	90.5	95.8	94.5
4	93.6	94.3	90.5	95.6
5	94.1	95.2	92.3	92.1
6	91.5	94.7	91.7	93
All Years	93.8	94	93	93.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.14
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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	214,414
<b>Revenue</b>	1,850,316
Appropriation	1,758,763
Sale of Goods and Services	4,126
Grants and contributions	85,746
Investment income	1,681
<b>Expenses</b>	-1,813,916
Employee related	-1,591,440
Operating expenses	-222,476
<b>Surplus / deficit for the year</b>	36,400

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	2,820
<b>Equity Total</b>	112,393
Equity - Aboriginal	9,888
Equity - Socio-economic	30,872
Equity - Language	14,347
Equity - Disability	57,285
<b>Base Total</b>	1,258,833
Base - Per Capita	34,726
Base - Location	0
Base - Other	1,224,107
<b>Other Total</b>	356,093
<b>Grand Total</b>	1,730,138

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.

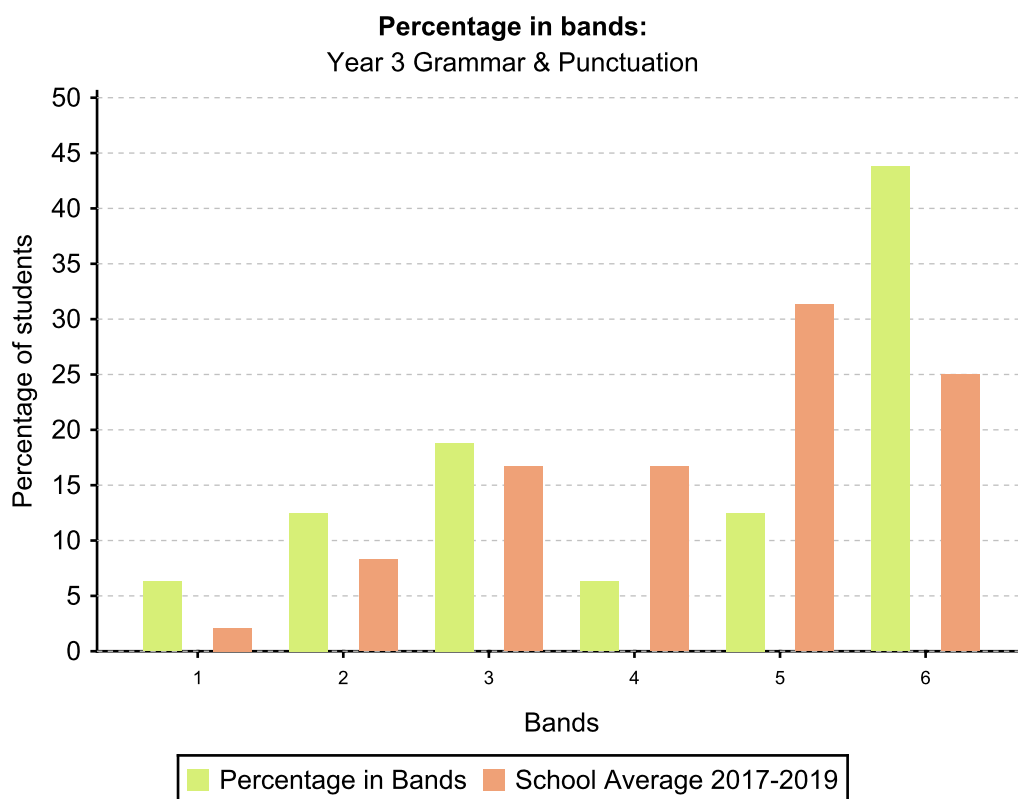


## School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

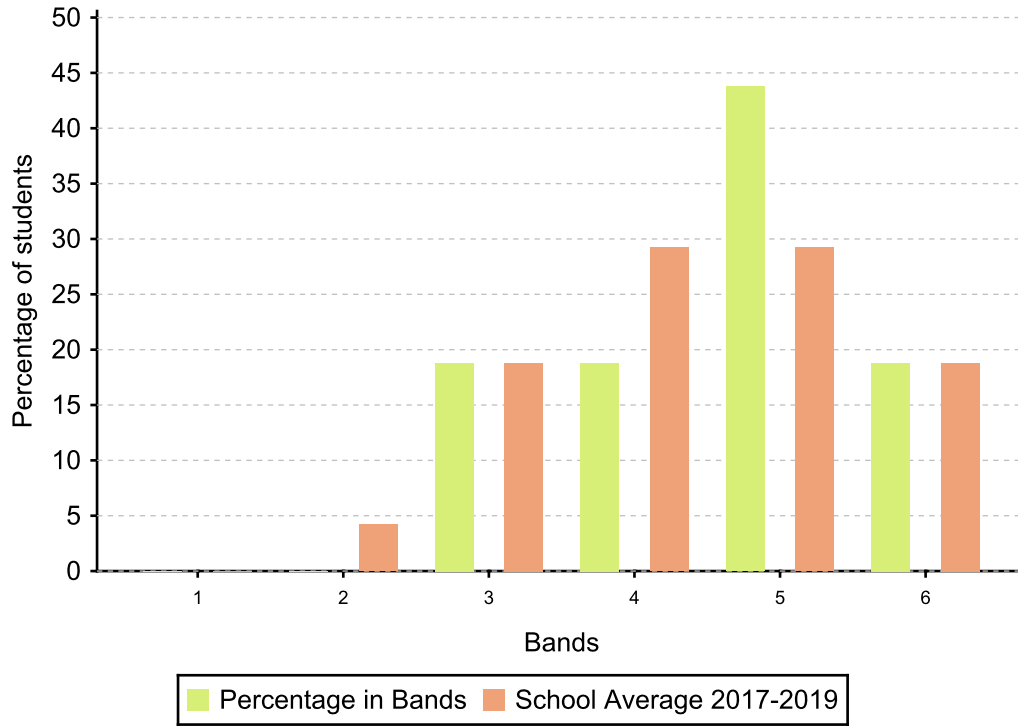
### Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	6.3	12.5	18.8	6.3	12.5	43.8
School avg -2019	2.1	8.3	16.7	16.7	31.3	25

### Percentage in bands:

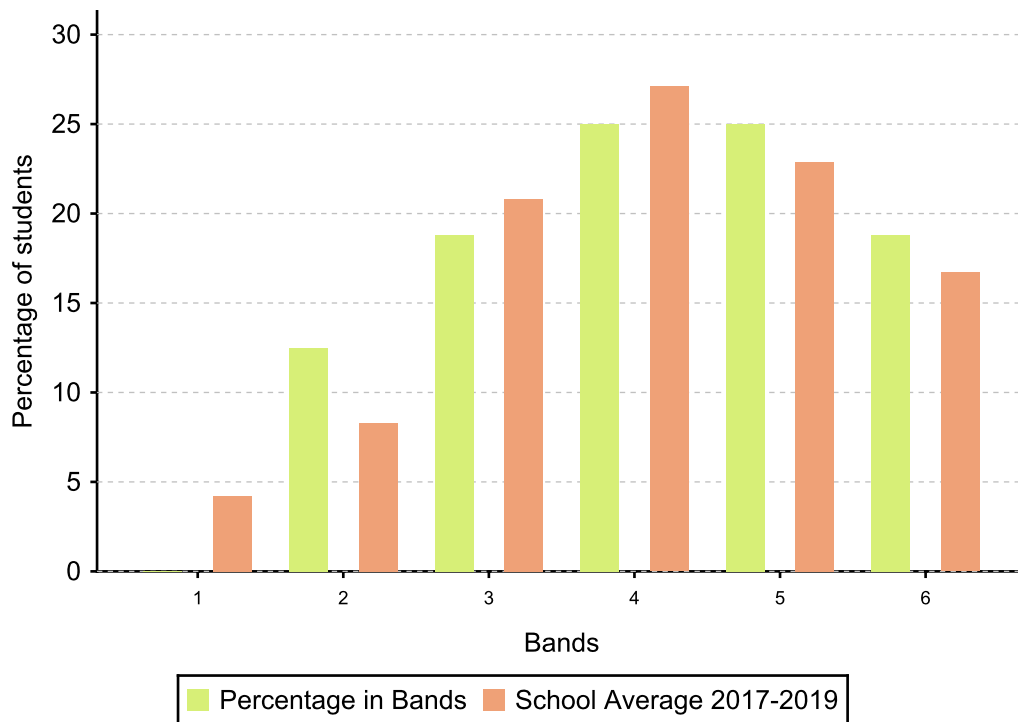
#### Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	18.8	18.8	43.8	18.8
School avg -2019	0	4.2	18.8	29.2	29.2	18.8

### Percentage in bands:

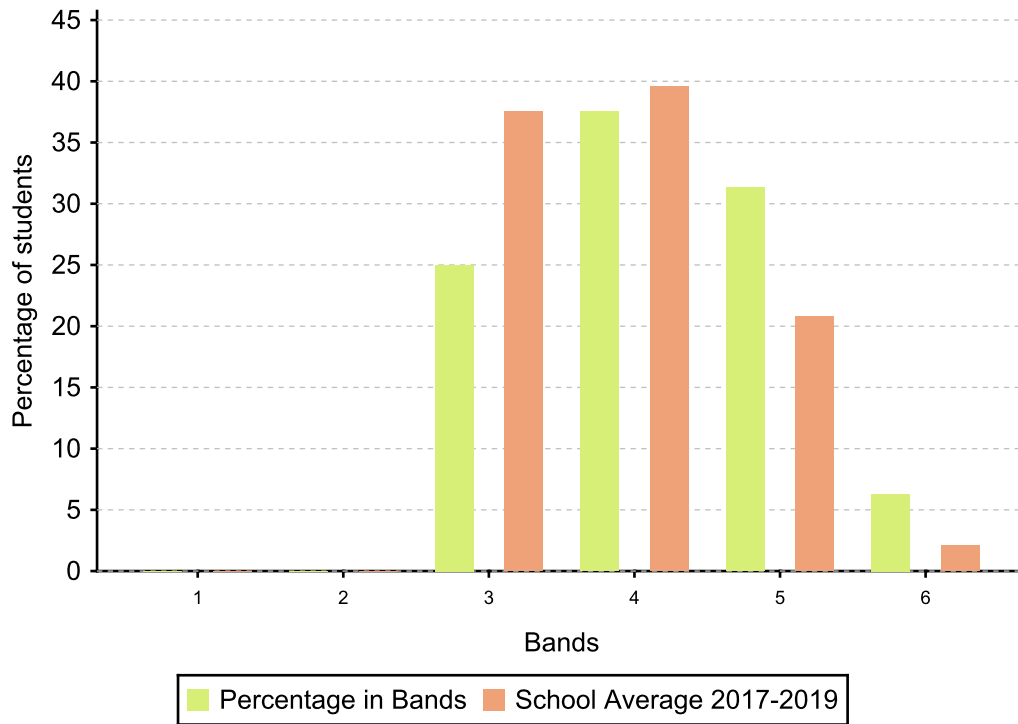
#### Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	12.5	18.8	25.0	25.0	18.8
School avg -2019	4.2	8.3	20.8	27.1	22.9	16.7

### Percentage in bands:

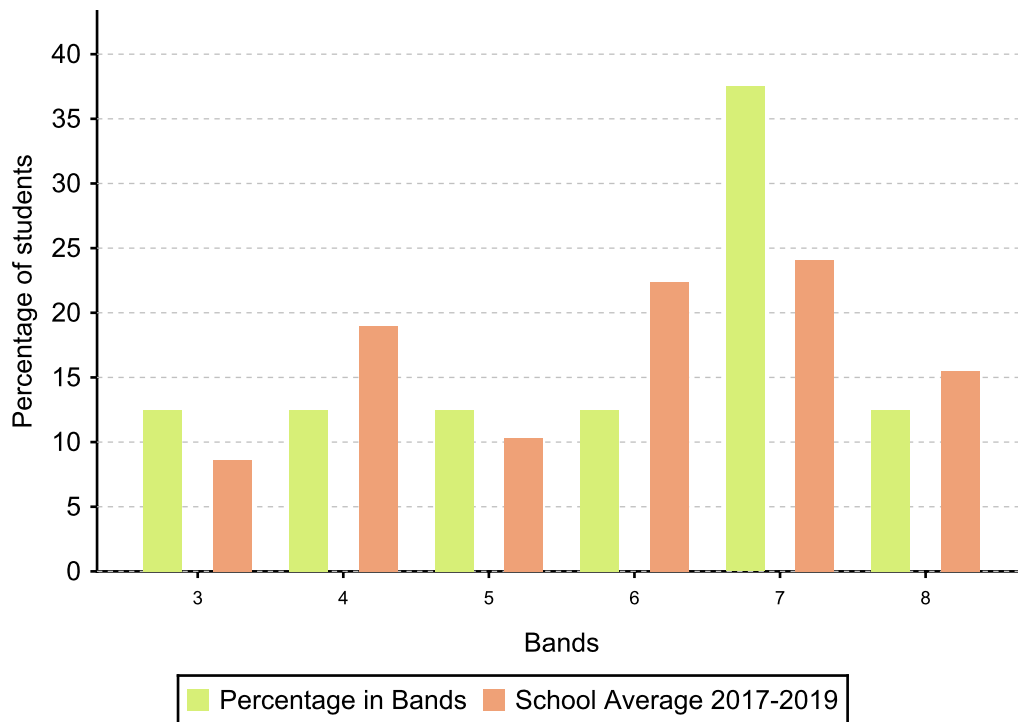
#### Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	25.0	37.5	31.3	6.3
School avg -2019	0	0	37.5	39.6	20.8	2.1

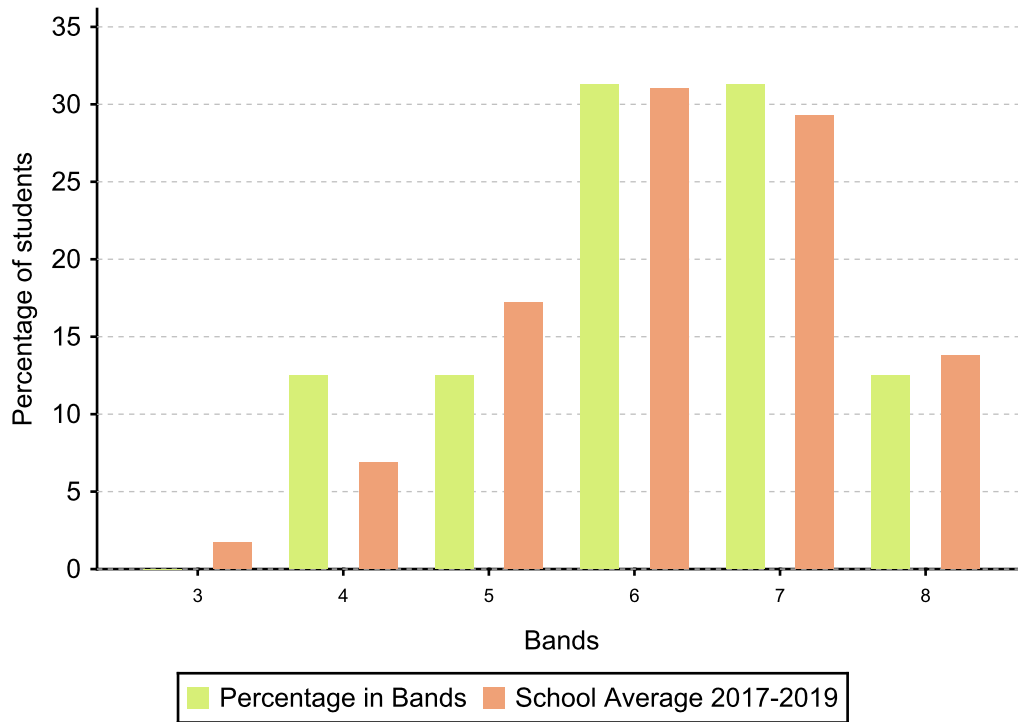
### Percentage in bands:

#### Year 5 Grammar & Punctuation



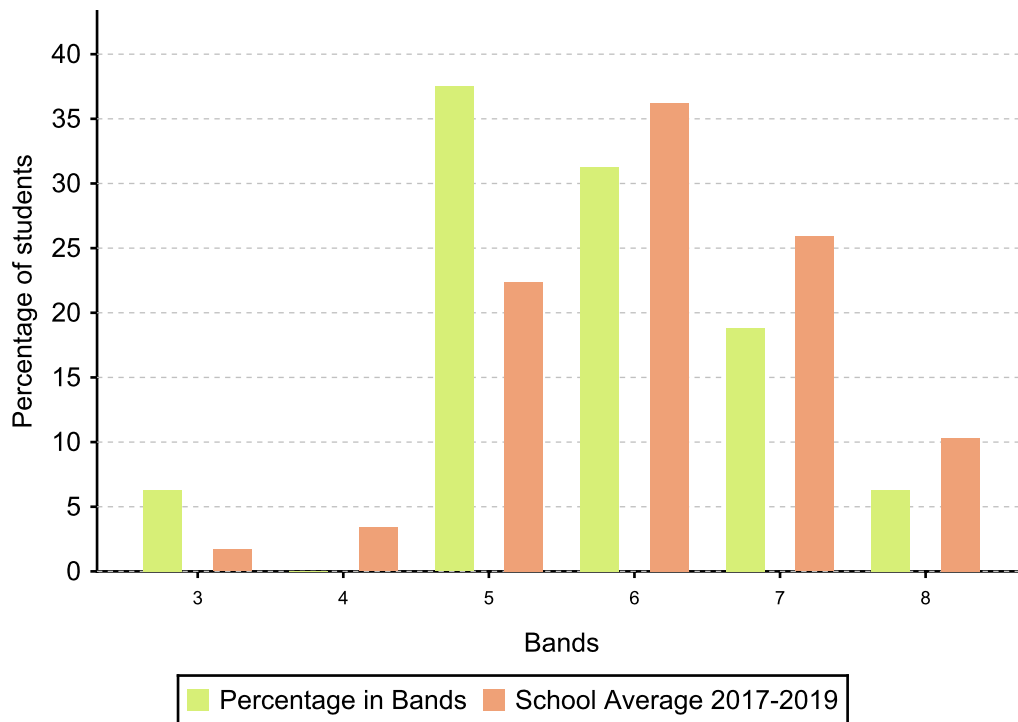
Band	3	4	5	6	7	8
Percentage of students	12.5	12.5	12.5	12.5	37.5	12.5
School avg -2019	8.6	19	10.3	22.4	24.1	15.5

**Percentage in bands:**  
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	0.0	12.5	12.5	31.3	31.3	12.5
School avg -2019	1.7	6.9	17.2	31	29.3	13.8

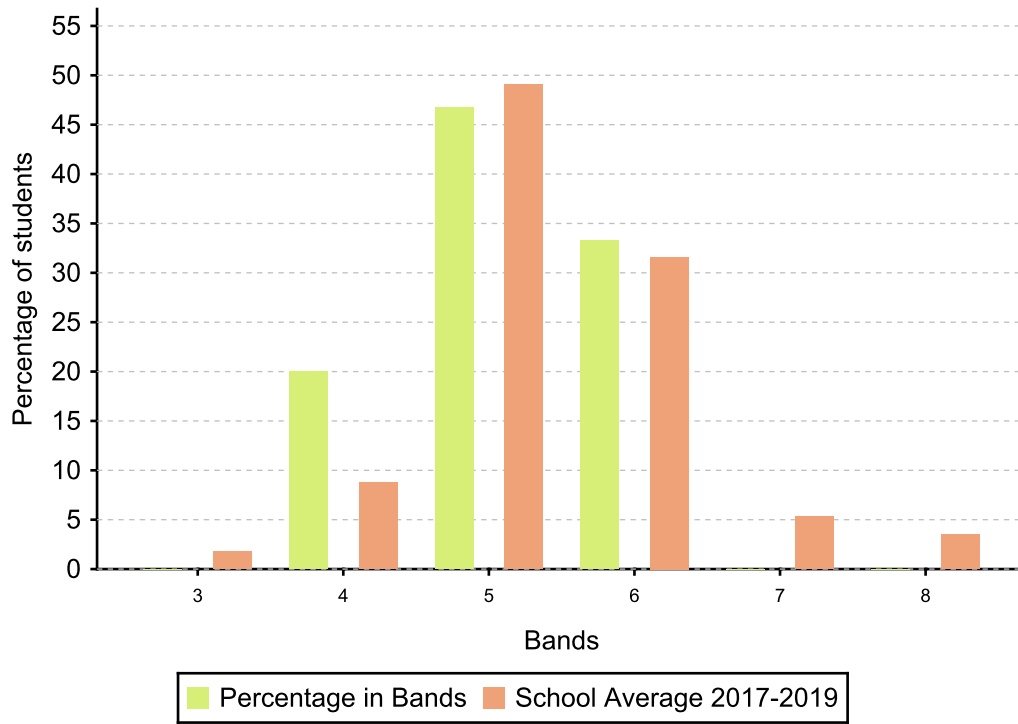
**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	6.3	0.0	37.5	31.3	18.8	6.3
School avg -2019	1.7	3.4	22.4	36.2	25.9	10.3

### Percentage in bands:

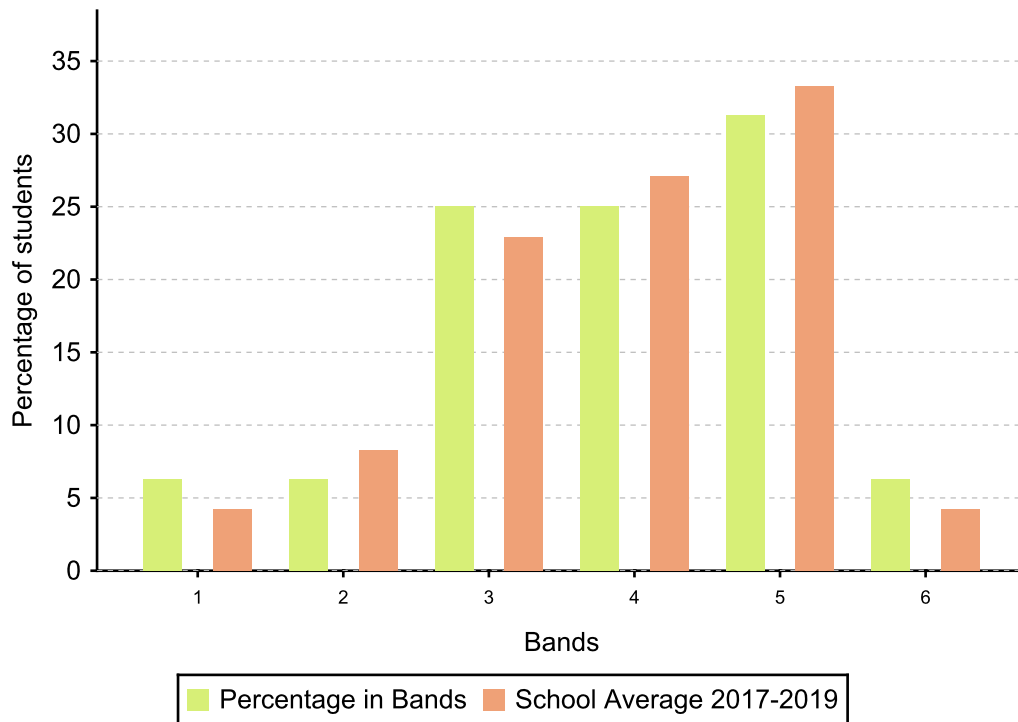
#### Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	0.0	20.0	46.7	33.3	0.0	0.0
School avg -2019	1.8	8.8	49.1	31.6	5.3	3.5

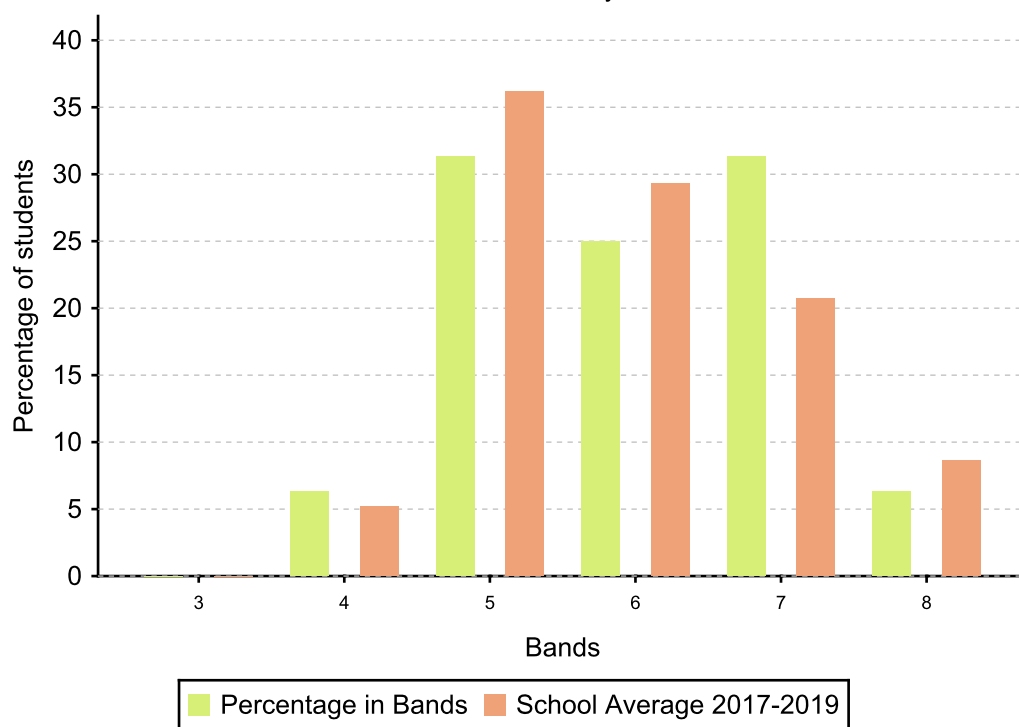
### Percentage in bands:

#### Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	6.3	6.3	25.0	25.0	31.3	6.3
School avg -2019	4.2	8.3	22.9	27.1	33.3	4.2

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	6.3	31.3	25.0	31.3	6.3
School avg -2019	0	5.2	36.2	29.3	20.7	8.6



## Parent/caregiver, student, teacher satisfaction

In 2019, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

93% of students say they like coming to school everyday, whilst 94% are happy at school. 94% say others accept them as they are. 95% try hard to succeed in their learning and view themselves as successful learners. The majority of students thought their teacher helps them to achieve their best. 97% of students believe that setting their own learning goals in class has helped them to improve their learning. 83% of students believe that "You Can Do It" lessons improve their confidence, persistence, resilience, organisation and getting along skills. 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. A Technology focus this year was in the area of STEM skills with 97% of students happy with the opportunities provided to develop creative and critical thinking skills. 82% of students believe that feedback from teachers as well as their peers has helped their learning.

99% of parents believe they are able to contact the school regarding concerns about their child and 100% 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 96% of parent responses. Information between school and home is shared well, according to 92% of 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. 89% of parents believe they are presented with clear information on how well their child is learning. 98% of parents believe that the school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service. 98% of parents also believe the school is excellent and responsive because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues.

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 listed 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 and students believe the use of Learning Intentions and Success Criteria is having a high impact on student learning and engagement. 93% of staff acknowledge they have changed their Learning Intentions and Success Criteria based on the professional development sessions this year. 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. All staff agree they have been given opportunities to achieve their own professional learning goals.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

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. 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 2019. A review of the 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 to 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 to develop an appreciation of Aboriginal culture through a visiting Aboriginal naturalist, Phillip Green. 96% 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.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Harmony Day 2019 was a great celebration of multiculturalism. The students participated in a range of activities that celebrated and increased their understanding of cultural diversity. The students spent the morning participating in rotating activities including multicultural games, Asian storytelling and craft. The tree art work was a great success and is now displayed in the Kindergarten hall way. After lunch the whole school watched a Chinese Dance performance with the appearance of the dragon being a highlight. The world map mural, showing the birth place of families from the school, was also completed during 2019.

