

Charlestown East Public School

2019 Annual Report



4194

Introduction

The Annual Report for 2019 is provided to the community of Charlestown East 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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School background

School vision statement

Charlestown East Public School focuses on each child as an individual in an environment where students are supported to improve on their personal best in academic, cultural and sporting pursuits. Quality teaching and reflective practice provides the foundations for a learning environment that motivates and engages students and prepares them for future learning. The whole school community works together to foster a positive and welcoming environment where everyone is valued.

School context

Charlestown East PS is a proud member of the Whitebridge Community of Schools. An enrolment of 307 consists of 12 mainstream classes and 3 multicategorical classes. The school works with the Aboriginal community, including the Minimbah AECG to support the 8 students of an Aboriginal background.

The dedicated and caring staff work collaboratively to provide learning experiences that are engaging and are differentiated to cater for the individual needs and interests of the students. Opportunities are provided for all students to pursue their academic, cultural and sporting interests through a varied in school program, as well as utilising the resources outside the school including activities organised by WCoS. School teams and groups proudly represent the school in netball, soccer, touch football, swimming, athletics, choir, StarStruck dance and drama, public speaking and debating.

The school prides itself on its strong sense of community with staff, parents and students working together towards ongoing school improvement. Strong partnerships between all members of the school community are valued and contribute to a shared vision for the school. The WCoS facilitates a learning community beyond the school, with regular planned activities that support and engage parents, students and staff, including kindergarten and high school transition, enrichment workshops, Charlestown Cup, professional learning and professional networks.

The school focuses on preparing students for future learning and providing them with the skills to be positive citizens. All classrooms have access to the wifi network, providing internet access for the ipad and laptop mobile libraries that are utilised by students K–6 on a daily basis. The Tree of Values/You Can Do It Program ensures explicit teaching of the core values and communicates clear expectations for behaviour, facilitating a caring, inclusive and welcoming school environment. A culture of inclusion is valued and is promoted and celebrated through school events and positive communication.



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

Strategic Direction 1

Focused Teaching

Purpose

Quality pedagogy and reflective practice are embedded in the teaching and learning cycle. Passionate and skilled teachers collaborate to provide engaging and differentiated learning that is informed by evidence.

Improvement Measures

A consistent, best practice model for the explicit teaching of Maths and English is implemented in all classrooms.

Staff adopt evidence based practices to improve teaching capacity and student outcomes.

All teaching and learning programs include adjustments for learning and/or IEPs for students with additional needs.

Overall summary of progress

- An explicit teaching scaffold has been developed for teachers to use in teaching and learning programs across all key learning areas. This is confirmed as our best practice model. 87% of staff use the scaffold consistently and 13% use it sometimes, with the lesson introduction and reflection components the least consistently used and guided teaching used by all staff consistently. Further support to embed this in practice prioritised for 2020.
- A 5-week data cycle is in place to ensure that teachers are regularly using student assessment data to inform teaching. Professional learning has focused on building staff capacity to use different tools to identify and monitor student achievement and progress.
- All staff plan for learning adjustments in their teaching programs and have developed IEPs for students with additional learning needs.

Progress towards achieving improvement measures

Process 1: *Classroom Practice*

Developing a detailed and structured plan to provide opportunities for collaboration, reflection of practice and targeted professional learning to embed ongoing improvement in the school culture.

Evaluation	Funds Expended (Resources)
<p>The whole school professional learning plan is developed each year utilising information from staff PDPs, DoE initiatives and the focus areas of the school plan. It is adhered to but also reflects any changes of focus that may become apparent and utilises the expertise of all interested staff. Changes have been made to the staff meeting/professional learning timetables to ensure an effective use of time. Administration still continues to take time which is an area for improvement for 2020.</p> <p>Staff survey data reflects that the majority of staff find collaboration opportunities beneficial to their practice, with grade planning and grade meetings the most highly rated. Peer coaching and PDP goal setting are rated the lowest, suggesting that changes to these processes may be required in 2020.</p> <ul style="list-style-type: none">• 80% of staff rated team teaching/collaboration as effective/highly effective• 58% of staff rated peer coaching as effective/highly effective• 86% of staff rated grade planning as effective/highly effective• 57% of staff rated goal setting in PDPs as effective/highly effective• 88% of staff rated grade meeting as effective/highly effective <p>All staff have PDPs and a cycle of development, reflection and review is embedded practice. Utilising the Classroom Practice Continuum and the SMART goal framework will improve this process.</p>	QTSS FTE 0.515

Process 2: *Pedagogy*

Progress towards achieving improvement measures

Process 2:

Developing of quality teaching programs across the school that align with the curriculum, scope and sequences and 'what works best'

Evaluation	Funds Expended (Resources)
<p>Informal discussion and feedback during stage meetings reflects that the pedagogical changes that have been a focus of the school plan are being included in teaching programs across the school, which is formally evidenced by program checklists and program reviews.</p> <p>Scope and sequences have been developed for most key learning areas and teaching programs reflect that these are being used to structure learning content across the school year, resulting in consistency across classes within a grade and the systematic teaching of content from K to Year 6. Language of consistency is evident in professional conversations and in stage planning.</p> <p>Super 6 Comprehension strategies have been incorporated into reading programs across the school as a scaffold for supporting improvement in inferential comprehension. Monitoring of NAPLAN and class based assessment over the coming years will assess the effectiveness of these strategies.</p> <p>English and Maths Committee budgets have been effectively used to purchase quality resources to support teaching and learning. Home readers have been supplemented for K–2 and maths trolleys for every classroom have provided a variety of concrete materials for numeracy. Further spending is required in primary literacy in 2020.</p> <p>Evidence based practice has been a focus for professional learning and is being integrated into teaching practice. Corwin Education has been secured to assist the school to embed this pedagogy across the school in 2020.</p>	<p>\$10500 English and Maths budgets, planning days PDHPE</p> <p>\$13772 Literacy and Numeracy/Professional Learning</p>

Process 3: Assessment

Implementing a whole school assessment schedule incorporating a cycle of regular data collection, analysis, and teaching at the point of need.

Evaluation	Funds Expended (Resources)
<p>Evaluative comments are included in all teaching programs, providing evidence that staff are regularly reflecting on their teaching and implementing changes to better cater for the needs of the students and to improve their practice.</p> <p>5–week data checkpoints occur at whole staff meetings. A range of data analysis tools and processes have been introduced to staff and a high level of interest was observed, particularly in the achievement vs progress quadrant data. A closer focus on the collection and analysis of specific data sets is required in 2020 to improve this process.</p> <p>A whole school assessment schedule has been implemented. A comprehension rubric and writing rubrics have been developed to support teacher judgement, with maths rubrics a focus for 2020. Consistency in the use of these and the recording of this data will be a focus for 2020.</p> <p>Opportunities to collaboratively analyse grade student work samples is valued by staff. Whilst this was included in our professional learning plan, competing priorities made this difficult to achieve as consistently as planned.</p> <p>All teachers are entering the data identified in the assessment schedule into Sentral, providing data to track individual student progress and trends across the school. Some inconsistencies in the data has been observed which will</p>	<p>\$9000 staff planning days</p>

Progress towards achieving improvement measures

be addressed by professional learning and systems improvement.

To support continuity of teaching and learning and evidence based practice, a stronger transition process from year to year has been planned. This includes a data pack for teachers to identify where the students are at, at the start of the school year.



Strategic Direction 2

Engaged Learners

Purpose

To develop a school culture that reflects a love of learning. The learning environment inspires learners to improve on their best and provides them with the skills and knowledge to prepare for future learning.

Improvement Measures

TTFM Student Survey data reflects at or above state average % of students who are : Interested and Motivated, experience High Skills/High Challenge tasks

NAPLAN growth Year 3 to 5 in Reading and Numeracy is at or above state expected growth.

Premiers Priority : Increase the proportion on NSW students in the top two skill bands by 8% by 2019

90% of students K–6 achieve the expected RRL in accuracy and comprehension: K=6, Year 1=16, Year 2 = 26, Year 3 = 30.

Overall summary of progress

- 100 % of Aboriginal students achieved in the top 3 skill bands in literacy and numeracy in NAPLAN.
- There was a 14% increase from 2016–2019 in the number of students achieving in the top 2 skill bands, exceeding the Premier's target by 6%. 42 % of Year 3 and 5 students now achieve in the top 2 skill bands in reading and numeracy.
- 50% of students achieved expected growth in reading and numeracy, compared to 53.9% of state.
- The TTFM survey identified that we are 16% below the state average for interest and motivation in learning and 8% below the state average for high skills/high challenge tasks.
- The reading level target of 90% was close to achievement with 87% of students in K achieving their reading benchmark, 87% Year 1, 89% Year 2 and 80% Year 3 85%.

Progress towards achieving improvement measures

Process 1: *Student Feedback*

Increasing engagement in student learning by build staff capacity to provide opportunities for student feedback in lessons

Evaluation	Funds Expended (Resources)
Feedback PL has occurred as part of learning intentions and success criteria, but with the decision to commence Visible Learning in 2020 for a 3 year project, a decision was made to hold school based TPL as feedback will be covered in Visible Learning.	

Process 2: *Future Focused Teaching and Learning*

Teaching is reflective of the changing learner and provides students with the skills for the future

Evaluation	Funds Expended (Resources)
A whole school technology scope and sequence has been developed for full implementation in 2020. The integration of technology into teaching and learning will need to be a continued focus due to the varying levels of understanding and skills amongst staff, and the continually changing nature of the technological tools that are available.	\$18000
The employment of a technology teacher has ensured a detailed audit of	

Progress towards achieving improvement measures

technological devices in the school and has led to the development of a 4–year plan for the upgrade of resources. This has been an effective use of the budget and successful in developing the skills of teachers and in ensuring access to appropriate technology for all students.

Ongoing professional learning has been provided for teachers according to their level of need.

The STEM DTT day and Science Fair was a successful activity in engaging students' interests in this area of the curriculum and was highly valued amongst teachers, parents and students.

Process 3: *Student Engagement*

Students demonstrate increased ownership of their learning through the development of learning goals and a curriculum that is meaningful, engaging and targeted at the point of need.

Evaluation	Funds Expended (Resources)
<p>The LAST program is informed by student assessment data and is individualised to effectively cater for needs of the students that it supports. The LAST works collaboratively with staff and the learning support team.</p> <p>Learning Support Team meets fortnightly and has embedded processes that support for students is prioritised according to need and that all available resources are accessed to provide individualised support to students and their families. These well developed processes have ensured that all students with additional needs are identified and supported with a team approach.</p> <p>Student feedback and goal setting is proven to have a high effect size. School based professional learning would not provide the level of understanding and the time required to embed quality feedback practices across the school. This will be unpacked as part of Visible Learning in 2020, provided through an external provider.</p> <p>The Student Wellbeing Framework survey was completed by the whole staff to evaluate our wellbeing practices against the framework. This identified inclusion as an area of strength and student voice as an area of focus . This will be a focus for planning in 2020.</p> <p>The school's anti–bullying guidelines have been reviewed by staff and parent representatives with a new school document to be published in 2020. Through this process, the Tree of Values Program was identified as an effective whole school approach to support positive behaviour choices and an inclusive culture.</p> <p>The staff were provided with additional support in their classrooms, in the form of an additional teacher for 2 hours per week, to implement differentiated teaching and learning programs in literacy and numeracy. This support is valued by staff and has built the capacity of staff to target teaching to the needs of the students.</p>	<p>\$4500</p> <p>0.6 FTE LAST allocation</p> <p>\$12272 Literacy and Numeracy</p>

Strategic Direction 3

Inspiring Leadership

Purpose

Shared and collaborative leadership is part of the school culture where teachers, students, parents and the broader learning community work together to build a positive and inclusive school community with a focus on continual improvement.

Improvement Measures

Increased participation of parents in forums and surveys

Increased leadership of staff teams and school initiatives by classroom teachers

Staff surveys reflect high levels of support, inclusion and professional support in the workplace.

100% achievement of staff PDP goals.

Overall summary of progress

- A strong sense of community and educational partnerships continue to be evident in the school community. Consultation with the P&C group is effective and ongoing. Parent engagement in the online annual survey still remains low, but the use of parent teacher interviews as a time to engage parents in completing the survey in paper-based form was effective.
- Staff continue to volunteer to lead committees and initiatives across the school and are actively involved in setting goals, managing their allocated budget and evaluating their achievements.
- 77% of staff achieved all of their PDP goals and 23% had one goal to continue to focus on in 2020.
- Staff surveys data reflects that the majority of staff feel that their wellbeing is supported in the workplace; all of the comments relating to what they like about working at CEPS are based around the friendly, helpful and inclusive nature of the people within the school; an approachable executive and friendly staff were most highly rated.

Progress towards achieving improvement measures

Process 1: *Student Voice*

Using Student Parliament as a structured and transparent avenue for students to have input into school based decision making and provide feedback.

Evaluation	Funds Expended (Resources)
<p>Student Parliament has developed into a more structured activity that is starting to make clear the process to the students. A Student Parliament report was introduced to the weekly assembly to enable the whole school to understand the process from making a suggestion to improve the school and the action that takes place as a result. Representatives from all classes were invited to attend regularly to gain whole school perspective.</p> <p>The authentic engagement of Aboriginal students in acknowledgement of country still remains a focus. There are a small group of students who willingly participate but personalising the acknowledgement for each student will improve the meaning and significance.</p>	\$900 Grip Leadership (RAM socio economic)

Process 2: *Opportunities for Staff*

Valuing all staff are leaders in their area of work supported by planning within the school and across WCoS to enable opportunities for all staff for leadership that is fair and equitable.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

All staff are engaged in school evaluation processes that inform the school plan. Increased engagement of staff in whole school decision making has improved teacher awareness of the school targets and ownership of the vision for the school. More time commitment to this in staff meetings is required to facilitate quality conversations and planning.

All staff have the opportunity to lead curriculum and cross curriculum teams and apply for relieving leadership positions in the school. These teams are required to develop a plan, manage a budget and evaluate their plan at the end of the year.

PDPs and staff surveys are used as sources of information that inform the whole school professional learning plan to ensure that the needs of all staff are addressed through internal and/or external professional learning events.

Mindfulness training was identified as way of supporting staff and giving them skills to apply in the classroom. All teachers participated in the 6 week program. Program evaluation revealed that 50% of staff were interested in further training to enable them to introduce the strategies to students. The overall response was positive with most teachers identifying a benefit to them professionally or personally.

\$15486 Professional Learning

\$6000 Mindfulness Training

Process 3: *Community Engagement*

Promoting the importance of the community engagement in the effective running of the school and in the development of a positive school culture.

Evaluation	Funds Expended (Resources)
<p>The staff work towards establishing strong partnerships with parents at a class and whole school level. This is achieved through valuing positive relationships, staff visibility and availability, staff engagement at whole school events and consultative planning. This is embedded in the school culture.</p> <p>The introduction of term overviews for parents has been successful in engaging parents in the learning content for each term, giving them insight into what their child is learning.</p> <p>The P&C group is the main parent group in the school. This group is positive and enthusiastic and share a passion and the vision for the school. This group regularly consults and works with the Principal and other staff to plan activities to build on the sense of community, whilst raising money for the school. Considerable funds have been raised, reflecting the support that this group receives from the larger parent group.</p> <p>An annual school survey is not generally well responded to with 59 responses received this year (slight increase on the year before). Paper surveys handed out at parent meetings has proven to be more successful than an online survey. The responses are overwhelmingly supportive and positive.</p>	<p>\$200 welcome BBQ</p> <p>\$1000 planning day for antibullying policy review</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$6 459.00) 	<ul style="list-style-type: none"> The majority of the Aboriginal students are achieving at the expected level. All Aboriginal students, however, have a PLP with learning and cultural goals which is completed in consultation with teachers, students and parents. Some funds were allocated to a SLSO to provide additional support in classrooms for students achieving below expectations. Authentic cultural connections and activities continue to be a focus for the school. Funds have been utilised this year to purchase resources to support literacy for Aboriginal students and have included big books and guided readers; a flag pole for the Torres Strait Islander flag; paint for a rainbow serpent mural that will include the handprints of all outgoing Year 6 students; outdoor mats for cooperative games and the purchase of a CELF screening kit to help teachers to identify language issues.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$19 687.00) 	<p>Low adjustment for disability funds are utilised to employ school learning support officers to support students who require adjustments for learning. Effective use of LST data and consultation with teachers and parents has ensured an equitable allocation of staffing to support students in classrooms and in play. Ongoing monitoring of the needs of students has ensured that adjustments are made to improve the level of support.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$0.00) 	<p>QTSS funds have been utilised to provide time for teachers to participate in peer coaching and to have time to do classroom walkthroughs and collaborate with colleagues with the purpose of improving practice. Staff survey data reflects varying information about the value that staff hold of these strategies. Further information is required to inform the impact on teaching practice.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$44 503.00) 	<p>Funds were used to provide the variety of resources that teachers require to provide a quality teaching and learning environment and the students need to learn effectively. This included a substantial commitment to upgrading technology across the school to ensure equitable access for all students.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$0.00) 	<p>Whilst there were no teachers that received targeted funding as beginning teachers, the school utilised QTSS funding to support an early career teacher in a temporary engagement at the school by providing additional release from face to face teacher and the support of a mentor. Well developed team leadership ensures that all teachers are supported, specifically those early in their career or on a first temporary engagement.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	122	141	143	173
Girls	95	104	122	136

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.3	96.5	95.8	94.5
1	94.8	94.5	94.6	93.7
2	95.9	93.7	93.2	95.1
3	96	94.9	92.6	93.4
4	95.6	95.2	94.8	92.8
5	94.2	94	92.7	94.2
6	94.9	92.5	93.1	92.9
All Years	95.5	94.6	93.7	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)	4
Classroom Teacher(s)	12.81
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	5.82

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	266,664
Revenue	3,332,028
Appropriation	3,204,195
Sale of Goods and Services	9,670
Grants and contributions	115,088
Investment income	2,775
Other revenue	300
Expenses	-3,272,922
Employee related	-2,915,793
Operating expenses	-357,129
Surplus / deficit for the year	59,105

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 Approved SBA (\$)
Targeted Total	605,118
Equity Total	145,584
Equity - Aboriginal	6,459
Equity - Socio-economic	44,503
Equity - Language	400
Equity - Disability	94,222
Base Total	2,179,965
Base - Per Capita	66,417
Base - Location	0
Base - Other	2,113,548
Other Total	141,460
Grand Total	3,072,128

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



Parent/caregiver, student, teacher satisfaction

The staff are a dedicated and professional group of educators who engage positively with each other, the students, parents and the broader school community. The level of participation in whole school and community events is evidence that the staff feel comfortable in the workplace and have a sense of ownership for the school. The way in which the staff engage with each other professionally and socially reflects a high level of comfort in the workplace. Staff survey responses are overall positive. On a scale from 0–100, an average response of 80 was received from staff regarding how well their overall wellbeing is supported in the workplace. The most common reasons why staff like working at CEPS are based on the supportive, happy, friendly and professional staff. All staff provided a positive response to the survey.

The Tell Them From Me Student Survey was completed by Year 4,5 and 6 students.

- 70% of students have a positive sense of belonging at school
- 84% identified positive relationships at school
- The number of students who are victims of bullying is below the state norm
- 73% of students agree or strongly agree that they are proud of their school, with 21% neither agreeing or disagreeing and 6% of students disagreeing
- Advocacy at school refers to when students feel that they have someone at school who consistently provides encouragement and can be turned to for advice. School responses confirm just below the state norm (–0.1).
- 85% students observed positive behaviour at school
- 93% of students value schooling

The annual parent survey reflected an overall positive and supportive view of the school and the learning environment that it provides. The open responses reflected that most parents find the school and staff welcoming, inclusive and friendly.

- 91% of responses rated the school's support of overall student wellbeing very highly
- 86% reported that the child feels happy and safe at school always or almost always, with no response stating that their child never feels happy and safe
- 89% of parents always feel welcome and comfortable in the school setting, with no parent reporting that they never feel welcome
- With regard to catering for the learning needs of students, 80% of parents believe that their child receives learning catered at their level, with 18% of parents unsure
- 100% of parents rated the way that the school caters for the varying interests of students in the high range



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.

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.

