

2020 Annual Report

Charlestown Public School



1550

Introduction

The Annual Report for 2020 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 wonderful learning environment for students. The school has grown in numbers to 175 students and will continue to grow again next year. Our focus is to develop the whole child across all academic, social and emotional domains. This has never been more important than in 2020. 2020 has indeed been an unusual, yet amazing year for Charlestown Public School. Who could forget the Corona Virus which turned all of our lives upside down? A new way of learning instantly! Our staff were outstanding, being given less than two hours to put together work packs lasting three weeks. Our students and all of you rose to the occasion and took on the role of "learning from home". Combining Zoom meetings with online reading, maths and spelling programs was a huge achievement. We did it together! Never have I been so grateful for your continued support, your positive words and patience whilst our staff reorganised their whole way of teaching in a very tight time frame. Thank you for respecting our "Return to School" guidelines, and observing our social distancing processes. I along with all of you learnt some new vocabulary this year, terms such as COVID-19, Learning From Home, Working From Home, social distancing, hand sanitising, Zoom, Teams, just to name a few.

Finally after 7 weeks of learning from home everyone was back at school. As your principal I was extremely proud of the way our staff showed high degrees of professionalism and genuine care for the students they teach. Staff went above and beyond, communicating with parents to ensure all students maintained their academic progress and were kept mentally stable.

Mindfulness and "Growing with Gratitude" programs have been implemented across the school along with our social emotional program "You Can Do It." Many extra curricular activities have evolved this year: Grow Getters Gardening club, Mindfulness Monday, Coding Club combined with Ukulele, drumming and dance groups have given the student's many opportunities.

Teachers have a strong commitment to a culture of continuous improvement and have embarked on a series of workshops about providing purposeful feedback to students and encouraging peer feedback with their class. The staff is also into its third 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) Lego Robotics kit, Ozobots, Spheros, Beebots and Probots.

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.

This year has also seen the demise of a number of school community activities. However our P&C have kept our canteen open and also online ordering in the clothing shop has been stronger than ever. Special thanks to all of our parents for following the COVID guidelines, being supportive of everything we have asked of you. I know you have missed out on a lot this year but there's always 2021!

School vision

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 and 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>

Self-assessment using the School Excellence Framework

| Elements | 2020 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Excelling |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Sustaining and Growing |
| 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.

Progress towards achieving improvement measures

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

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Goal 1:</p> <p>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>Result:</p> <p>83% of students K-6 achieved greater than 0.4 growth as measured by effect size in a range of measured areas in literacy and numeracy.</p> <p>Goal 2: Aboriginal students will improve their literacy and numeracy by greater than 0.4 effect size growth.</p> <p>Result:</p> <p>In K-6 81% of Aboriginal students had an effect size growth of .4 or higher in all Literacy and Numeracy activities.</p> <p>NB: The other targets we had for this Strategic Direction were related to NAPLAN. Due to COVID 19, NAPLAN was not held in 2020 so we are unable to evaluate progress towards these goals. In lieu of the NAPLAN the school did participate in the Year 3 and Year 5 Reading and Numeracy online Check in Assessments. Year 5 results were above the state average in both Reading and Numeracy. Year 3 results were on par with the state average for both areas.</p> | <p>\$955 for Progressive Assessment Tests - Equity funds</p> <p>LAST time for Bump it Up</p> <p>Staffing allocation for Y1 program - Lit & Num \$6000 and 0.315 allocation</p> |

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

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Goal: A minimum of 80% of students indicate in the annual survey that they have the essential technology skills to be creative and productive.</p> | <ul style="list-style-type: none">• iPads = \$12000 - Priority 2 - 6100• Projectors = \$5000 - Priority 2 - 6100 |

Progress towards achieving improvement measures

Result: 96% of students indicated they have the essential technology skills to be creative and productive.

Goal: New Technology plan finalised and on website.

Result: Plan was finalised and published during Term 4.

- 3 new laptops = \$3900 - Priority 2 - 6100
- LAST time - 0.4 staffing allocation
- 8 new laptops for student use = \$5400 - Priority 2 - 6100
- STEM SHARE kit .- loan from DoE

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>Goal 1: 80% or more of students consider themselves successful learners.</p> <p>Result: 96% of students indicated in the annual survey that they consider themselves successful.</p> <p>Goal 2: 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>Result: The school mean was above the NSW norm for all the Social-Emotional Outcomes measured in the Tell Them From Me survey.</p> <p>Goal: In The Tell Them From Me survey the school Wellbeing average will be in the range 93%-98%.</p> <p>Result: The school wellbeing average is currently 96.3%.</p> | |

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.

Progress towards achieving improvement measures

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

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Goal 1: New PDHPE syllabus will be implemented K-6 through units written collaboratively by staff.</p> <p>Result: All teachers K-6 have collaboratively written new units of work for each grade. These have been implemented during 2020 and revisions made as necessary. School scope and sequence has been revised to reflect content and timing of new units of work.</p> <p>Goal 2: Increase staff awareness of the new High Potential and Gifted Education policy.</p> <p>Result: Principal and AP have completed 5 hours of online training. Remainder of staff have completed 3hrs of training. Directions for 2021 have been identified and included in the 2021-2024 Strategic Improvement Plan.</p> <p>Goal: English concept units to be reviewed and finalised ready for 2021.</p> <p>Result: Early Stage 1 has written three brand new units and these have been implemented during 2020. Stage 1 and Stage 2 have written new units for even years which were implemented in 2020 and have started units for odd years (2nd semester still in planning stage). Stage 3 units have all been revised and are ready for implementation.</p> | \$1000 for new resources - Priority 3 - 6100 |

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

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>Goal 1: In the Educational Leadership element of the Leading domain, staff move from Sustaining and Growing to Excelling.</p> <p>Result: CPS on balance judgement is now Excelling.</p> <p>Goal 2: 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> | <ul style="list-style-type: none">• \$14000 for John Fleming plus \$1000 teacher release - PL allocation - 6100• QTSS funding for staff mentoring.• \$2500 for teacher release - Extra PL funding - 6100• \$2000 for Visible Learning courses - Extra PL funding - 6100 |

Progress towards achieving improvement measures

Result: CPS is now Excelling in three themes and Sustaining and Growing in the other.

Goal 3: In the DataSkills and Use element of the Teaching domain the school will move from Delivering to Sustaining and Growing in all areas.

Result: CPS is now Excelling in two themes and Sustaining and Growing in the other two themes.

Goal 4: In the Curriculum and Assessment elements of the Learning domain the school will move from Delivering to Sustaining and Growing in all areas.

Result: CPS is now Excelling in 6 themes and Sustaining and Growing in the other two themes.

Goal: 100% of teacher programs include regular reference to the implementation of evidence based practices.

Result: Program supervision indicated that this was achieved.

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

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>Goal: 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>Result:</p> <p>88% of staff and 96% of students indicated in the annual survey that they have the resources and skills to engage in 21st Century learning tasks.</p> | <p>• QTSS funding for mentoring in technology.</p> |

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.

Progress towards achieving improvement measures

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

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Goal 1: 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>Result: CPS is now Excelling in this theme.</p> <p>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.</p> <p>Result: CPS is now Sustaining and Growing in this theme.</p> | <ul style="list-style-type: none">• 3 full days Teacher release - Extra PL budget - 6100 |

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

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <p>Goal: 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>Result:</p> <p>Unfortunately due to COVID 19, there has been no WCoS events for staff or students in 2020.</p> | |

Process 3: • Increase community connections.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <p>Goal: Increase the number of attendees at community events.</p> <p>Result:</p> | |

Progress towards achieving improvement measures

The Welcome to School Disco was well attended with more parents attending information sessions than in previous years. Unfortunately due to COVID 19, we were unable to hold any other community events during 2020.

Process 4: • Build resilient global citizens.

| Evaluation | Funds Expended (Resources) |
|---|-------------------------------|
| <p>Goal: 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>Result:</p> <p>CPS had a mean of 87%. The state mean was 81%.</p> | |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| Aboriginal background loading | <ul style="list-style-type: none"> Casual relief for staff to attend meetings - 2 relief days \$1000 - Aboriginal Ed budget -6100 SLSO to teach multilit \$90/day x 3 = \$270/week for 3 terms - Aboriginal Ed budget - 6100 | <ul style="list-style-type: none"> Analysed available data to review Aboriginal students' performances. All students have a Personalised Learning Plan (PLP) and are making progress across all Key Learning Areas. PLPs meetings with parents occurred twice this year. Aboriginal perspectives have been incorporated into teaching units and a NAIDOC event held. Aboriginal students were supported with funding to attend school camp and other local excursions as required. |
| English language proficiency | <ul style="list-style-type: none"> Harmony Day \$1000 - Equity - 6100 EALD support for whole year \$6500 - Equity - 6100 | <ul style="list-style-type: none"> Staff used ESL scales to report on progress made by EALD students. Increased the percentage of students who believe the school is friendly, tolerant and accepting of all students from 93.5 to 95.5%. 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. |
| Low level adjustment for disability | <ul style="list-style-type: none"> Casual relief for staff to attend meetings \$100 - Equity - 6100 LAST allocation. SLSO funding = \$340/week = 6hrs - Equity budget | <ul style="list-style-type: none"> Analysed available data to determine progress of students on NDIS and reported to parents. Revisited evidence collection procedures for students on NDIS with staff. Records were accurately kept for students. LAST timetable 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. SLSO support provided in class for Tier 1 and Tier 2 students which enabled students to work towards closing the gap with their peers. |
| Quality Teaching, Successful Students (QTSS) | Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$30 000.00) | <ul style="list-style-type: none"> Teachers were mentored with Explicit Instruction (EI) strategies, giving them assistance and confidence to implement the 'I do, we do, you do' format for lessons and to add additional elements to warm ups, including comprehension passages in the literacy warm up and number talks in the maths warm up. Time used to develop Visible Learning, feedback, additive strategies and reading professional development series that have been implemented with staff across the school. Time used to support new teachers to the school to learn routines, become familiar with Visible Learning and EI and to develop teaching programs. Teachers provided with time to collaborate on planning units and to analyse data. |
| Socio-economic background | <ul style="list-style-type: none"> LAST allocation SLSO = \$32000 for whole year - 29 hours per week x 40 weeks - Equity - 6100 | <ul style="list-style-type: none"> SLSO employed to provide intervention for Tier 2 & 3 students as necessary. Additional LAST time provided, beyond allocation, for implementation of Bump It Up and Count Me In. Music teacher employed for the year as |

| | | |
|---------------------------------------|---|---|
| Socio-economic background | <ul style="list-style-type: none"> • LAST allocation • SLSO = \$32000 for whole year - 29 hours per week x 40 weeks - Equity - 6100 | part of CAPA. |
| Support for beginning teachers | Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 000.00) | Beginning teacher and Mentor were given additional release time to work through Strong Start, Successful Students materials and for beginning teacher to achieve proficiency in the accreditation process. Teacher was successful in gaining accreditation during Term 3. |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2017 | 2018 | 2019 | 2020 |
| Boys | 73 | 77 | 73 | 93 |
| Girls | 45 | 71 | 73 | 77 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 95.4 | 95.6 | 92.8 | 93.8 |
| 1 | 92.6 | 94.6 | 94.9 | 92 |
| 2 | 94.9 | 90.4 | 93.2 | 94.9 |
| 3 | 90.5 | 95.8 | 94.5 | 94.8 |
| 4 | 94.3 | 90.5 | 95.6 | 90.4 |
| 5 | 95.2 | 92.3 | 92.1 | 94.4 |
| 6 | 94.7 | 91.7 | 93 | 92.1 |
| All Years | 94 | 93 | 93.8 | 93.4 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 94.4 | 93.8 | 93.1 | 92.4 |
| 1 | 93.8 | 93.4 | 92.7 | 91.7 |
| 2 | 94 | 93.5 | 93 | 92 |
| 3 | 94.1 | 93.6 | 93 | 92.1 |
| 4 | 93.9 | 93.4 | 92.9 | 92 |
| 5 | 93.8 | 93.2 | 92.8 | 92 |
| 6 | 93.3 | 92.5 | 92.1 | 91.8 |
| All Years | 93.9 | 93.4 | 92.8 | 92 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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) | 9.23 |
| Literacy and Numeracy Intervention | 0.32 |
| Learning and Support Teacher(s) | 0.4 |
| Teacher Librarian | 0.4 |
| School Administration and Support Staff | 1.92 |

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 250,814 |
| Revenue | 2,149,456 |
| Appropriation | 2,095,524 |
| Sale of Goods and Services | 3,331 |
| Grants and contributions | 50,048 |
| Investment income | 553 |
| Expenses | -2,097,758 |
| Employee related | -1,896,442 |
| Operating expenses | -201,316 |
| Surplus / deficit for the year | 51,698 |
| Closing Balance | 302,512 |

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.

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 37,003 |
| Equity Total | 104,655 |
| Equity - Aboriginal | 9,018 |
| Equity - Socio-economic | 29,995 |
| Equity - Language | 8,500 |
| Equity - Disability | 57,141 |
| Base Total | 1,537,619 |
| Base - Per Capita | 35,114 |
| Base - Location | 0 |
| Base - Other | 1,502,506 |
| Other Total | 360,996 |
| Grand Total | 2,040,273 |

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

SURVEY RESULTS

In our CPS surveys, the school sought the opinions of parents, students and teachers about the school.

Their responses for 2020 are presented below:

- 90% of **students** say they like coming to school everyday, whilst 98% are happy at school. 97% say others accept them as they are. 96% 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. 90% 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 in 2019 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. 96% of students get feedback about their learning, 67% can explain what feedback is and 62% can give the three feedback questions.
- 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.
- 100% 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. 100% of parents believe that there are positive relationships between the school and community. 100% 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. 97% 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. 95% 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, privatise the canteen, opportunity for parents to meet with teachers to discuss their child's goals for the year, more notice for costly excursions, communication with parents when their child is receiving an award for assembly, increased supervision at the park, safety fencing for the park, more school sports teams, more updates on Class Dojo and weekly updates of student learning tasks.
- 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, proactive, approachable, inviting, high expectations, growth mindset, understanding and community based.

What would you like the school to be known for in the future?

- Academics, equality of outcomes, to value all effort, beautiful well rounded students, a school where children feel safe and secure and want to learn more, a school that is supportive of students, staff and community, producing students that are resilient in difficult times, the best school, continuing to have the kind, caring environment from both staff and students, highest scores in NAPLAN, a place that encourages forward thinkers and adapts to change, confident, resilient and well-rounded students, small school with big results in academics and sports/arts, strong academic culture, friendliness, skilled teachers and staff, inclusivity, acceptance of others, a great little school which provides so much to the students and is a fun and positive environment to learn in, strong education programs and strong communication between teacher and parent, diversity, academic achievements and sport, the amazing culture it creates and the children know they are set up to succeed, a positive educational experience, close knit school community led by an excellent principal and with a strong focus on integrity and excellence in education, well rounded, kind and contributory members of society, known as a place where the children feel they belong, and feel a sense of connection with something bigger than themselves and their families and a place that gives them a solid foundation in life to be able to confidently move on to high school.

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.