

2021 Annual Report

Charlestown Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

Vision

To be widely recognised as a high achieving school with exemplary well-being practices.

Purpose

To promote lifelong learning through high expectations in an environment that ensures every child and family is known, valued and cared for.

Beliefs

At CPS we believe:

- In our school community everyone should be known, valued and cared for
- Success occurs in a kind, safe, respectful learning environment where mistakes are valued as learning opportunities
- The whole community are partners in learning
- Learning how to learn is more important than just learning content (Good learner characteristics)
- Everyone's potential is recognised and challenges are expected
- Our school should have a positive impact beyond the school gate
- A year's input should result in at least a year's growth for students and staff

Values

- Excellence in teaching and learning
- High expectation relationships
- Well-being
- Integrity
- Respect
- Responsibility
- Cooperation
- Diversity
- Inclusivity

School context

Kaayi Yaadiin (Hi everyone)

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 wellbeing, advancement and education of its students. The professional and caring staff encourage excellence in behaviour, attitude and performance from all students at all times. In 2021 our expected enrolment is 190 students drawn from a wide range of socio-economic backgrounds. Of these students, 4% identify as Aboriginal and 13% from an English as an Additional Language or Dialect (EALD) background. Our Family Occupation and Education Index (FOEI) is 85.

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 and how they learn and use a range of strategies to meet students individual needs. A range of High Potential and Gifted Education 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 also ukulele and drumming groups. We participate in Starstruck, the Hunter Dance Festival, the local public speaking and debating competitions and a range of sporting gala days throughout the year.

Charlestown Public School is a "Kismatter" school. As such we place a strong emphasis on programs that promote positive mental health (ie Mindfulness) and increase students skills in the area of social and emotional development (ie You Can Do It). Our students are happy at school and know that success occurs in a kind, safe, respectful learning environment where mistakes are valued as learning opportunities. Charlestown Public School is a small school where everyone is known, valued and cared for. A positive relationship exists between the school, parents and the broader community.

Charlestown Public School is a part of the Whitebridge Community of Schools, which has exemplary across-cluster programs for high potential and gifted students, as well as outstanding programs for students in leadership, literacy, numeracy and technology.

As part of the Awabakal nation, Charlestown Public School has strong links with the local Minimbah AECG. Personalised Education Programs are collaboratively negotiated for each Aboriginal student each year with growth targets identified. Aboriginal perspectives and indigenous resources are incorporated into units of work across the school and evident in teacher programs.

Through our situational analysis, we have identified a need to expand our use of evidenced based practices, including Visible Learning and Explicit instruction to increase student progress and performance, particularly in the areas of writing, grammar and punctuation and the number strand of mathematics. This will assist teachers to successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted. Through the NAPLAN gap analysis the school has identified system-negotiated target areas in reading and numeracy. Furthermore, a need to focus on wellbeing and community engagement has been identified after analysing responses to staff, student and parent surveys. This focus will allow us to embed new Department of Education policies and practices within our school wellbeing procedures.

The school will use both human and financial resources to achieve gains in the above identified areas.

The whole school community, involving students, staff, parents and the local AECG, was consulted in a thorough situational analysis followed by the development of strategic improvement plan.

Nhunda kumba kumba (Until we meet again next time)

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To be recognised as a high achieving school, we need to maximise student learning outcomes in literacy and numeracy through data driven and evidenced based teaching practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised learning
- Consistent literacy and numeracy practices

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$35,317.17
Low level adjustment for disability: \$58,234.81
English language proficiency: \$9,466.75
Aboriginal background: \$4,804.58
Literacy and numeracy: \$6,348.06
Socio-economic background: \$29,954.40
School and Community funds 6300: \$10,142.00
Professional learning: \$16,168.86
QTSS release: \$10,000.00

Summary of progress

Personalised learning

This year students set and worked towards achieving personal goals. 73% of the goals set by students this year were achieved. Teachers have continued to report that many students can not name their goals when asked. Staff undertook professional learning during Term 4 on growth goal setting and identified the need to make our template clearer for students in respects to the steps they need to take to achieve their goals.

In response to data collected in 2020, building teacher's confidence in their ability to analyse data and effectively and efficiently differentiate lessons to cater for a wide range of abilities has been a focus during 2021. Staff completed an online module on differentiation as well as series of professional learning sessions. In addition, two sessions on data analysis were provided. In the annual staff survey, 75% of staff indicated that they felt confident or very confident in differentiating literacy and numeracy lessons.

Data has been collected and analysed on a regular basis from a variety of internal and external sources during 2021. This data has been used to allocate the LaST resource to provide point of need intervention and to prioritise staff professional learning in areas of need. Intervention has been provided for both maths and reading at point of need which has reduced the number of students performing below grade expectations. In the staff Tell Them From Me survey, the school score for the Data Informs Practice domain was higher than the state average.

In collaboration with parents, caregivers and external agencies where appropriate, Individual Education Plans were developed and implemented for students with identified academic and social needs. Personalised Learning Pathways were collaboratively developed and implemented for Aboriginal students also. These personalised plans were monitored regularly throughout the year and adjustments made as required.

Across K-6, 84% of students achieved an effect size of 0.4 (the benchmark for a year) or greater across a range of literacy and numeracy measures.

Next steps

- Changes will be made to school procedures in 2022 to place a greater emphasis on goal setting and students taking ownership for their goals.
- Further professional learning on differentiating learning for high potential and gifted students is planned for the start of 2022. Staff will be supported to embed new learning through mentoring and team teaching opportunities.
- Continue IEP and PLP procedures with more collaboration with parents to occur in 2022.
- Refine school data management processes and move to Teams environment to facilitate ease of sharing of information.

Consistent literacy and numeracy practices

Literacy has been the focus area for 2021. Staff have undertaken a series of school developed professional learning sessions in the areas of oral language, writing and reading. In addition, staff completed the online modules of Focus on Fluency, Focus on Vocabulary and Focus on Creating texts. Staff were supported to embed this learning into practice through mentoring, team teaching, lesson observations and time for unit planning. In the annual survey, 94% of staff indicated that this professional learning has had a moderate to significant impact on their capacity to effectively plan and implement literacy lessons.

Next steps

- Record school expectations for the literacy block.
- Build the capacity of staff in the area of numeracy through the provision of professional learning, team teaching and mentoring opportunities during 2022.
- Record school expectations for the numeracy block.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• 48% of Year 3 and Year 5 students achieve in the top 2 bands of NAPLAN for Reading (Baseline 40.92%)	This target was exceeded in 2021. 58.5% of Year 3 and Year 5 students achieved in the top 2 bands for reading.
• 40% of Year 3 and Year 5 students achieve in the top 2 bands of NAPLAN for Numeracy (Baseline 30.56%)	This target was exceeded in 2021. 46.5% of Year 3 and Year 5 students achieved in the top 2 bands for numeracy.
• 60% of students achieve expected growth in NAPLAN Reading (Baseline 44.08).	This target was exceeded in 2021. In 2021 62% of Year 5 students achieved at or beyond their expected growth level for reading.
• 65% of students achieve expected growth in NAPLAN Numeracy (Baseline 58.66%).	This target was exceeded in 2021. 77% of Year 5 students achieved at or above their expected level of growth in NAPLAN Numeracy.
• 70% of students in Years 3-6 show 0.4 or greater effect size growth in PAT Numeracy and Reading.	In 2021 65% of students showed an effect size of 0.4 or greater.
• 85% of students in K-1 achieve reading level expected of their grade. K - 9 1 -19 • 68% of students in Y2 achieve reading level 26	In 2021: 74% of Kindergarten achieved level 9 82% of Year 1 achieved level 19 74% of Y2 achieved reading level 26 or higher.
• Strategies implemented reflect research on best practice and include ongoing monitoring of success.	All literacy strategies used throughout the school have a strong research base. Building staff capacity to explicitly teach literacy skills to students has been a focus of the professional learning provided to staff this year, both at a school and system level. The "What Works Best 2020 Update" has been used to identify high impact strategies which staff have been supported to implement. Student success levels in literacy have been closely monitored during 2021 using a combination of formative and summative assessment tools, both school designed and external. On the basis of this monitoring the LaST and intervention timetables have been regularly adjusted to reflect emerging needs and target intervention and enrichment activities at the point of need.
• A minimum of 81% of Aboriginal students will achieve an effect size growth of 0.4 or higher in reading and	In 2021, 75% of Aboriginal students achieved an effect size of 0.4 or greater across a range of literacy and numeracy measures.

maths.

Strategic Direction 2: High expectations and continuous improvement culture.

Purpose

In order to be widely recognised as a school with high achievement the school must continually improve our practices with a focus on research and strong collective efficacy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Implementation of new DOE syllabi, policies and reforms
- Build teacher capacity in evidenced based practices.

Resources allocated to this strategic direction

School and Community funds 6300: \$29,050.00

QTSS release: \$22,177.87

Summary of progress

Effective Implementation of new DOE syllabi, policies and reforms

In 2021 CPS implemented the new High Potential and Gifted Education (HPGE) Policy. School procedures were written in collaboration with the staff and community. These procedures included the creation of a flow chart of the steps necessary to ensure the needs of all high potential and gifted students were identified and met across the four domains. Identification strategies were developed and parents, staff and students were asked to nominate high potential and gifted students. This information was shared with staff to ensure individual needs were met in class programs. This information was also used to identify three priority areas for extension and enrichment in 2021 - visual arts, soccer and robotics. The school executive completed the HPGE matrix tool which identified professional learning as a priority area. In response to this, all teaching staff completed the online HPGE course and school based professional learning on differentiation and student goal setting. Staff interviews and surveys were used to track changes in understandings and confidence levels in students reaching their potential. In the annual survey, all staff could describe how their understandings around HPGE had changed over the year in respect to the professional learning undertaken. High potential and gifted students were also interviewed about their experiences and information shared with staff.

Next steps

- During 2022 staff will undertake professional learning around the new K-2 mathematics and English syllabi. Time will be provided for staff to develop new scope and sequence documents and plan units of work and assessment tasks to meet the requirements of these syllabi.
- Staff professional learning will also be undertaken on the new Department of Education Behaviour Strategy. A review of current procedures will be undertaken in collaboration with the whole school community and changes made as required.

Build teacher capacity in evidenced based practices.

This year there has been a strong focus on building the capacity of staff to implement evidence based teaching practices. Teaching staff have been provided with professional development in Visible Learning in Literacy, data analysis, Explicit Instruction - specifically genre writing, Quality Teaching Rounds (QTR) and the 8 Ways pedagogy. Differentiated support in the form of mentoring, team teaching, lesson observation and the provision of time for these strategies to be incorporated into unit planning has been provided to ensure this professional learning becomes embedded in classroom practice.

All Geography and History units have been modified to reflect the 8 Ways pedagogy and a start has been made on Science units. In addition, a member of the executive completed Stronger, Smarter, and Sistaspeak and Brospeak training was also undertaken by identified staff members. This professional learning has strengthened staff capacity in Aboriginal Education.

Building on from the work commenced in 2020, John Fleming provided professional development to staff during Term 1 with a focus on explicit instruction in genre writing. As a result of this learning the school refined our self talk scaffolds for both narrative and persuasive texts and backward mapped expectations for each grade. Our 2021 NAPLAN results indicated a positive shift in writing results with average scores for both Year 3 and Year 5 above the state average and 100% of Y5 students were at or above expected growth levels.

Next steps

- Visible Learning in Mathematics will be a focus area for 2022.
- Training in Explicit Instruction and Visible Learning for staff new to the school to ensure consistency in practice is maintained.
- Quality Teaching Rounds to be implemented during Term 3.
- 8 Ways Pedagogy to be incorporated into all other Key Learning Areas as new units are written.
- Implement new self talk scaffolds for narrative and persuasive texts across K-6.
- Aboriginal students to be provided with the opportunity to engage in Whitebridge Community of Schools Sistaspeak and Brospeak events.

The use of these scaffolds with students will continue to be a focus for 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Staff have a demonstrated commitment to all students making learning progress.	In the staff Tell Them From Me survey, the school score for the Learning Culture and Challenging and Visible Goals domains were higher than the state average. In the annual school survey 81.3% of staff strongly agreed that the school uses best practice to embed a culture of high expectations and effectively caters for a range of equity issues. The remaining staff agreed with the statement.
• Ensure all members of the leadership team actively support change that leads to improvement creating opportunities where feedback about the impact of change can be shared and monitored.	In the annual school survey 100% of staff indicated either strongly agreed or agreed with this statement. Further, in the staff Tell Them From Me survey, the school score for the leadership domain, which included questions about leaders supporting change, was higher than the state average.
• Lesson planning references student information including progress and achievement data, curriculum requirements and student feedback.	In the annual staff survey 43.8% of staff indicated that this was true always and a further 37.5% of staff indicated that this was true most of the time.

Strategic Direction 3: Exemplary well being practices and community engagement.

Purpose

In order to be widely recognised as a school with exemplary well being practices the school needs to embed new DoE policies and research based practices to ensure that students, staff and parents/caregivers feel known, valued and cared for.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Review and improve current wellbeing practices.
- Increase community engagement.

Resources allocated to this strategic direction

Aboriginal background: \$2,000.00

Socio-economic background: \$2,000.00

School and Community funds 6300: \$17,852.00

Consolidated fund carried forward 6101: \$13,852.00

English language proficiency: \$500.00

Summary of progress

Review and improve current wellbeing practices

Current school documents were reviewed during 2021 with the anticipated release of the Department's new Wellbeing Policy.

Implementation of many student wellbeing programs and initiatives have boosted current practices. Mindful Mondays provides students with a chance to relax away from the loud playground. Talk About It Tuesdays encourages all students to engage with a peer about a given topic of discussion while on the way to our park run in the morning. Thursday Fitness Circuit gets students moving and active at the start of the day. The development of a nature play area engages students in a new creative, sharing space that breeds imagination.

Student wellbeing is monitored through a variety of measures. The school chaplain is widely used to provide targeted intensive support.

Staff professional development increased in the area of student well being through exposure to the Well Being for School Excellence Framework (WB4SEF) units. To date staff have completed two of the seven units. In light of the Physical Well Being unit, staff have looked to increase the incidental activity of students through movement breaks. Greater awareness of the importance of sleep, screen time, diet, activity rates and external health influences. All WB4SEF units use a model of All, Some, Few. The learning supports all students to experience success. Some students are exposed to additional support. Few students require targeted intervention.

Increase community engagement

Community engagement progress proceeded well in semester 1 of 2021 as parents were permitted back into the school environment with the relaxing of Covid regulations. Parents returned to assemblies and watched their children with pride participating in the weekly celebration of learning.

Parental engagement changed in early semester 1 with a return to home based learning due to tighter Covid regulations. All teachers and staff increased their communication levels with parents and students. When seeing students daily, teachers and students participated in zoom video lessons and wellbeing check ins. Teachers called parents regularly and the school executive contacted all families. The use of class dojo increased significantly as a medium of communication between teachers and parents that included student work. Class dojo acted as a platform for feedback for students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • School meets wellbeing target of 96 % on TTFM (Baseline 90.3%). 	<p>Students and parents completed Tell Them From Me surveys to provide feedback in conjunction with school based survey.</p> <p>Student sense of belonging is at 78%, which is above state and SSSG levels. Students reported 100% positive advocacy at school and 100% experienced high expectations for success.</p> <p>Parent survey data showed 100% of parents and carers who responded believe the school is a happy and safe place for their children. 95% of respondents agreed that they are encouraged to contact the school to discuss concerns. 98% agreed that positive relationships exist between the school and the community. 93% agreed that the school has a high performance culture with a clear focus on student progress and achievement of high quality service delivery.</p>
<ul style="list-style-type: none"> • Staff increase communication and check ins with parents from 1 formal parent teacher interview in 2020 to 1 formal interview (three way for Years 2-6), regular phone calls, short one on one meetings and personal Dojo messages. (Based on feedback from 2020 surveys). 	<p>Formal parent teacher interviews in semester 1. Tracking of phone call and dojo communication increased in Sentral recording.</p> <p>Significant increase in communication to parents due to time spent in home based learning. All teachers increased their check in rates with parents together with executive staff call all parents. Parent contact via phone calls and class dojo messages.</p>
<ul style="list-style-type: none"> • Attendance rate is 93% or higher (Baseline 73.45). 	<p>Overall attendance rate for 2021 has remained above 94%.</p> <p>Recognition of excellent attendance with 5 weekly awards has had a positive impact on student attendance.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$32,185.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Charlestown Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • SLSO support for students with funding to develop literacy and numeracy skills and to promote positive wellbeing. • teacher release to prepare IEPs and attend case meetings. <p>The allocation of this funding has resulted in: Improved outcomes for students in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued use of the funding to provide SLSO support for students to improve literacy and numeracy outcomes.</p>
<p>Literacy and numeracy</p> <p>\$6,348.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Charlestown Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional LAST time to provide in class support for K-2 classes in reading, phonics, phonemic awareness and writing. • additional LAST to provide small group intervention to boost the literacy and numeracy skills of targeted students in Years 2-6. <p>The allocation of this funding has resulted in: Improved outcomes for students in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employing SLSOs to implement evidenced based intervention programs to improve literacy and numeracy outcomes for identified students.</p>
<p>Socio-economic background</p> <p>\$31,954.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Charlestown Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning • Review and improve current wellbeing practices. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • the provision of student assistance to support students financially to participate in school programs and activities. • SLSO support in classrooms to implement literacy and numeracy programs including Multilit, Rip it Up Reading, Fast Words, Sightwords and small group numeracy interventions.

<p>Socio-economic background</p> <p>\$31,954.40</p>	<p>The allocation of this funding has resulted in: Improved outcomes for students in the areas of literacy and numeracy. Equal opportunities for all students to participate in school programs and activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued employment of SLSOs to implement intervention programs. Continued allocation of funds for student assistance to ensure that all students have the opportunity to fully participate in school programs and activities.</p>
<p>Aboriginal background</p> <p>\$6,804.58</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Charlestown Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning • Review and improve current wellbeing practices. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • teacher relief to plan PLPs and attend planning and review meetings. • student assistance to facilitate participation in school programs and activities. • staff members trained in Brospeak and Sistaspeak. • student participation in combined Whitebridge Community of Schools cultural day. <p>The allocation of this funding has resulted in: Increased staff awareness of the need for cultural humility when interacting with our Aboriginal families. Aboriginal ways of learning being embedded into class units of work in History, Geography and Science. Improved outcomes for students in the areas of literacy, numeracy and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued funding of SLSOs and teacher release to support our Aboriginal students to identify and achieve their personal goals. Funding of student participation in the Sistaspeak and Brospeak programs.</p>
<p>English language proficiency</p> <p>\$9,966.75</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Charlestown Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning • Review and improve current wellbeing practices. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. • withdrawal lessons for small group (developing) and individual (emerging) support. <p>The allocation of this funding has resulted in: Improved outcomes for students in the areas of literacy and numeracy.</p>

<p>English language proficiency</p> <p>\$9,966.75</p>	<p>After evaluation, the next steps to support our students with this funding will be: The continued provision of teacher support for identified EALD students to promote literacy and numeracy achievement.</p>
<p>Low level adjustment for disability</p> <p>\$58,234.81</p>	<p>Low level adjustment for disability equity loading provides support for students at Charlestown Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in: Improved outcomes for students in the areas of literacy and numeracy through the implementation of adjustments to support learning and intervention programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: The use of teacher release to identify appropriate goals and adjustments for students. The continued use of SLSOs to support student learning.</p>
<p>QTSS release</p> <p>\$32,177.87</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Charlestown Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Consistent literacy and numeracy practices • Effective Implementation of new DOE syllabi, policies and reforms <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. • assistant principals provided with additional release time to support staff through mentoring opportunities. <p>The allocation of this funding has resulted in: Staff receiving mentoring in the areas of Explicit Instruction, Talk Moves and Comprehension. Staff supported to analyse data to identify class and individual strengths and areas for improvement. Staff supported with unit planning in English and the creation of rigorous assessment tasks.</p> <p>After evaluation, the next steps to support our students with this funding will be: Releasing an AP to provide professional learning and mentoring opportunities to up skill new staff in Visible Learning and Explicit Instruction.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Charlestown Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Improved outcomes for students in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued LAST implementation of literacy and numeracy intervention programs.</p>
<p>COVID ILSP</p> <p>\$77,683.18</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition. • releasing staff to coordinate the program. • development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in: Improved outcomes for students in the areas of literacy and numeracy. Throughout the year 35 students received support for literacy and 16 for numeracy in small withdrawal groups. Average growth in pre to post intervention scores for literacy was 45% and for numeracy was 65%.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of small group intervention by a teacher.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	77	73	93	99
Girls	71	73	77	90

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.6	92.8	93.8	93.6
1	94.6	94.9	92	93.7
2	90.4	93.2	94.9	93.8
3	95.8	94.5	94.8	93.6
4	90.5	95.6	90.4	93
5	92.3	92.1	94.4	88.9
6	91.7	93	92.1	93.1
All Years	93	93.8	93.4	93.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	3
Classroom Teacher(s)	8.26
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	302,512
Revenue	2,341,620
Appropriation	2,274,073
Sale of Goods and Services	4,850
Grants and contributions	62,348
Investment income	249
Other revenue	100
Expenses	-2,465,293
Employee related	-2,186,870
Operating expenses	-278,423
Surplus / deficit for the year	-123,673
Closing Balance	178,840

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.

	2021 SBAR Adjustments (\$)
Targeted Total	14,290
Equity Total	106,961
Equity - Aboriginal	6,805
Equity - Socio-economic	31,954
Equity - Language	9,967
Equity - Disability	58,235
Base Total	1,602,400
Base - Per Capita	41,908
Base - Location	0
Base - Other	1,560,493
Other Total	387,041
Grand Total	2,110,692

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.

Parent/caregiver, student, teacher satisfaction

Survey data shows strengths in student positive sense of belonging at 78%, which is above state and SSSG levels. Students reported 100% positive advocacy at school and 100% experienced high expectations for success. Parent survey data showed 100% of parents and carers who responded believe Charlestown Public School is a happy and safe place for their children. 95% of respondents agreed that they are encouraged to contact the school to discuss concerns. 98% agreed that positive relationships exist between the school and the community. 93% agreed that the school has a high performance culture and has a clear focus on student progress and achievement of high quality service delivery. Teacher survey data shows 100% of staff feel they belong in the organisation and their job gives them a sense of personal accomplishment. 100% of teachers agreed they feel motivated to contribute more than what is what is required.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.