

2021 Annual Report

Charlestown East Public School



4194

Introduction

The Annual Report for 2021 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 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

A vibrant school community where inclusion, successful learning and personal growth are valued.

School context

Charlestown East Public School has an enrolment of 303 students enrolled in 12 mainstream classes and 21 students enrolled in the three multicategorical classes. The student population consists of 21 Aboriginal students and 17 students with a language background other than English. The school was established in 1959 and is located on the east side of Charlestown bordered by James, Bula and Wales Streets. There are expansive grounds that include a mini netball court, basketball court, soccer field, fixed equipment, a vegetable garden and outdoor learning area. There is plenty of natural and man made shade areas and facilities to accommodate students with special needs. The school is in close proximity to local sporting fields, the Fernleigh Track and Charlestown Pool. There are five permanent classroom blocks that include a library, three demountables, a hall and an administration block.

The school is proud of its welcoming, positive and inclusive school culture. The vision for the school is shared by the staff, students and parents. The Tree of Values program underpins the culture of the school and is taught explicitly across the whole school year. It is communicated broadly across the school ensuring that all members of the school community understand the expectations. The teaching staff are professional and caring and are focused on catering for the needs of all students and strive towards continual improvement. The P&C is an active parent body who works closely with the school to maintain a sense of community and raise funds to improve the school environment and ensure that classrooms are well-resourced.

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	Excelling
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	Excelling
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: Student growth and attainment

Purpose

All students are supported to be brave, resilient, imaginative, self-motivated and creative learners who are inspired to work towards achieving their individual learning goals.

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.

- Quality Differentiated Literacy Teaching
- Quality Differentiated Maths Teaching
- Data Informed Practice (Know Thy Impact)

Resources allocated to this strategic direction

Low level adjustment for disability: \$67,270.80

Literacy and numeracy: \$27,656.17

Summary of progress

Quality Differentiated Literacy Teaching

The Super 6 comprehension strategies are evident in most teaching programs, which will be a continued focus in 2022, with consistency of practice achieved throughout quality instructional leadership and program supervision by Assistant Principals. The Super 6 strategies have been incorporated into best practice in the teaching of reading K-2 and 3-6 guides that were developed by stage teams, based on the release of research papers by the DoE. Implementation of these guides will be monitored through professional conversations during grade meetings and program supervision to ensure that these become embedded practices in 2022. The impact of Super 6 has been seen in the check-in assessment data, NAPLAN data and reading benchmark levels.

The LAST and COVID ILSP teachers worked collaboratively, using student assessment data from internal and external sources, to identify students with the highest learning needs and allocated the appropriate support for these students. Each teacher developed a tool to track the progress of each student, and adjusted the program accordingly or supported the student in the classroom when the benchmark was reached. In 2022 at the 5 week data checkpoint, the Principal, LAST and COVID ILSP will meet and conduct a data review. All students that required support received it in 2021. Because of the absence of face-to-face learning during 2020 and 2021 due to COVID, it is anticipated that there will be an increase in need in 2022. The school may need to supplement the funds provided for this to ensure that the students that need support receive it and/or a different model may need to be applied which may include upskilling SLSOs to complete simple learning tasks with the students e.g sight word and sound recognition etc.

The HPGE team completed ongoing professional learning throughout 2021 to provide them with a deep understanding of the research and the new policy and have begun the development of a plan to support HPGE learners at CEPS.

Quality Differentiated Maths Teaching

The Maths Curriculum Team has focused on assessment and has led the whole staff to improve their practices in the assessment of maths. Grade planning days were funded to provide time for stage teams to have quality professional conversations about assessment in maths and develop assessment tasks that effectively assess student learning. Problem solving in maths continues to be an area of focus from the NAPLAN data and this will be a focus for 2022 as professional learning was unable to occur in 2021 due to time restrictions created by the learning from home period. The primary team have begun conversations at stage level about problem solving scaffolds such as Newman's Analysis. Advice will be sought from LANSAs in 2022 to tailor professional learning to address this need. Maths trolleys have been created for every learning space and included a wide variety of hand-on resources to support the teaching of numeracy.

Involvement in Visible Learning has impacted the teaching of maths as well as the ongoing focus on the CEPS explicit teaching scaffold. The areas focused on in Visible Learning professional learning e.g LISC, surface/deep/transfer, solo taxonomy and feedback have all been applied to maths. In 2021, all teachers were required to support their students to develop individual learning goals and it was determined that one of these be related to maths. These strategies have contributed to a higher level of differentiation when teaching maths, specifically the effective use of small group learning to target teaching at the point of need.

The HPGE team completed ongoing professional learning throughout 2021 to provide them with a deep understanding of

the research and the new policy and have begun the development of a plan to support HPGE learners at CEPS.

The LAST and COVID ILSP teachers worked with staff to identify students who required additional support in maths. The need for support in maths was not as high as for English, so there were a smaller number of students supported in this area. CAMS and STAMS were trialed and were proven to be an effective tool in identifying learning gaps in maths.

Data Informed Practice

The Visible Learning Team has led the work to refine the whole school assessment schedule to ensure that the tasks scheduled provide sufficient data to inform both progress and achievement. The whole staff have developed their knowledge of a range of assessment tools which have begun implementation in 2021 and will be consolidated in 2022. The 5 week data checkpoints have become more rigorous to deepen staff understanding of the learning of every student in their classes, providing them with detailed information to inform teaching. The increased amount of detail provided on the data checkpoint worksheets demonstrates a deeper engagement in the data and a deeper knowledge of student progress. With the development of a consistency guide for completing a running record and professional learning for all staff to support this, it is expected that the data recorded for the assessment of reading will be a more accurate indication of student achievement and progress. Audits of the Sentral data entries throughout the year provided evidence that all teachers are entering data aligned with the assessment schedule, ensuring improved accuracy in the tracking of student progress.

The Maths Curriculum Team have led grade teams to develop quality grade-based assessment tasks across all strands in maths for implementation across the year. Through this process, the complexity and volume of the content in the primary years was identified as an issue for written assessments which led to a trial of Essential Assessment and further exploration of the assessment capability of Mathletics. Essential Assessment has been purchased and professional learning to support its implementation will be organised early in 2022. Overall there is evidence of an increase in the use of quality assessments in maths, deepening teacher understanding of their students' learning levels.

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
NAPLAN scores indicate an increase in the percentage of students in the top two skill bands above the baseline for reading.	In 2019, 58.7% of Year 3 students performed in the top 2 skill bands in reading. In 2021, this reduced to 53.1% in the top 2 skill bands. In 2019, 36% of Year 5 students performed in the top 2 skill bands in reading which increased to 47.8% in 2021.
NAPLAN scores indicate an increase in the percentage of students in the top two skill bands above the baseline for numeracy.	In 2019, 39.1% of Year 3 students performed in the top 2 skill bands in numeracy which increased to 50% in 2021. In 2019, 24% of Year 5 students performed in the top 2 skill bands in numeracy which increased to 26.1% in 2021.
63.66% of students will achieve expected growth in NAPLAN reading from Year 3 to Year 5.	In 2019, 62.5% of Year 5 students achieved at or above expected growth in reading which increased to 75.61% in 2021. The target was exceeded by 11.95%. There has been an increase of 13.11% since the last NAPLAN and 28% over a 4-year period. The school level average growth is above the state as is the percentage of students at or above expected growth.
69.05% of students will achieve expected growth in NAPLAN numeracy from Year 3 to Year 5.	In 2019, 37.5% of Year 5 students achieved at or above expected growth in numeracy which increased to 58.54% in 2021. Whilst this was a significant improvement, the target was not reached. The school level average growth is above the state as is the percentage of students at or above expected growth.
The percentage of students report high expectations for success as reflected in the TTFM survey, has shown an increase and is above the state	The percentage of students in Year 4-6 indicating high expectations for success in the TTFM survey has decreased by 2% from 2020 to 2021. Year 4 students 80%, Year 5 students 89% and Year 6 students 100% positive. The overall percentage, however, is 8% above the state average.

average.	
<p>85% of students achieve their instructional reading benchmark targets assessing fluency, decoding and comprehension:</p> <ul style="list-style-type: none"> • K students achieve RL 8 • Y1 students achieve RL 16 • Y2 students achieve RL 24 • Y3 students achieve RL 27 • Y4 students achieve RL 30 	83.8 % of students from K- Year 4 achieved their instructional reading level.
The percentage of students K-6 with a spelling age beyond their chronological age has increased.	The average percentage of students with a spelling age beyond their chronological age was 90% in 2021. This was a slight reduction (3.6%) from 2020.
Establish baseline data in student growth for the Waddington Spelling assessment.	The baseline data has been established for student growth in the Waddington Spelling assessment.

Strategic Direction 2: Wellbeing and Inclusion

Purpose

For all students to feel happy, safe and supported in an inclusive learning environment.

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.

- Inclusive practice
- Attendance Monitoring
- Whole school community wellbeing
- Student Voice

Resources allocated to this strategic direction

Socio-economic background: \$14,000.00

Aboriginal background: \$17,078.91

School support allocation (principal support): \$12,046.81

Integration funding support: \$102,089.00

English language proficiency: \$2,400.00

Low level adjustment for disability: \$32,564.66

Summary of progress

Inclusive Practice

The DoE Inclusive Education resources and information is yet to be formally unpacked through whole staff professional learning, but all staff make adjustments to learning, school activities and events to ensure equal access for all students. Improved grade leadership practices have ensured that these adjustments are evidenced in teaching and learning programs. The school event planning procedures were reviewed to include the specific steps that are needed to ensure that the needs of students with a disability are accommodated in the planning of excursions and school events and activities. All mainstream staff are supportive of integration programs where students from the support classes engage in learning or play with the mainstream cohort or class group. The targeted use of school funds has supported integration programs and will continue to do so in 2022.

Facilitating time for an Aboriginal staff member to engage 1:1 with all Aboriginal families on the phone has been invaluable in building connections with these families and has also given us great insight into the goals that these families have for their children and the ways in which they would like to engage with their culture within the school and the ways that they see the school better engaging with the Aboriginal culture and supporting their children. These phone calls confirmed that approximately 1/3 of families are well connected to their culture; all families are interested for themselves and their children to be involved in cultural activities at the school and all parents were aware that their child had a Personalised Learning Plan.

Improved school processes related to Personalised Learning and Support Plans, health care procedures, Personalised Learning Plan and the learning support team have ensured that the individual needs of students are identified and responded to efficiently and appropriately.

Attendance Monitoring

A review of school documentation and procedures led to the development of a document that defines roll marking procedures and attendance monitoring processes to align with DoE policy. This was discussed with staff and is reviewed daily when the attendance data is reviewed and submitted. The frequency of formal attendance monitoring has increased through learning support team processes and staff are regularly provided with a report detailing how the school is tracking with the agreed attendance targets and identifies the students who have an attendance pattern of concern or who are at risk of developing one. Specific strategies are provided to address these concerns. A focus for 2022 will be to further regulate formal attendance monitoring. The school has not achieved the agreed attendance target, but with a return to normal school operations more regular attendance patterns should develop and the school will be able to monitor attendance more consistently. Requests for extended leave for family holidays is becoming more frequent which is predicted to decrease once family life returns to a normal pattern.

Whole School Community Wellbeing

A number of initiatives have been implemented to support whole school community wellbeing. These have all been able to be implemented even without normal school operations. Informal information from parent communication (emails, conversations, phone calls) indicates that the school culture is viewed positively from within the school community and externally. Parent and student survey data also indicates a happy, safe and welcoming environment for the majority of people. The staff Wellbeing and Inclusion team have been instrumental in identifying ways to promote and support wellbeing and have introduced additional initiatives responsive to the changes occurring inside the school and beyond due to the worldwide pandemic.

Student Voice

The whole school community contributed to discussions about learning behaviours and as a result developed five learning dispositions for the school. All students are explicitly taught a series of lessons to ensure that all students have a clear understanding of a learner at CEPS. This has given students increased ownership of their learning. When this was combined with the development of learning goals for all students later in the school year, further ownership and talk about their learning occurred.

Student parliament has continued to evolve and improve. The goal is to have a well-defined process that ensures visibility of this activity for the whole school community. The inclusion of class representatives from outside the senior classes, has increased understanding across the school of the student parliament and has facilitated broader student input into school decision making and school improvement. The introduction of a Student Leaders Induction Ceremony allowed the students to be acknowledged and highlighted the significance of these roles to parents, other students and the student leaders themselves. By including the house leaders in this, the profile of this role in the school has been raised.

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
TTFM survey data will show that 88.4% of students report positive wellbeing at school.	83.16% of students report positive wellbeing at school (advocacy at school, expectations for success, sense of belonging) as indicated in the TTFM survey. The survey in snapshot 2 was completed by Year 4 only, however. This percentage is above the state.
81.96% of students will attend school at least 90% of the time.	74.34% of students attended school at least 90% of the time.
School survey data reflects that 90% of parents and students find the school environment safe, welcoming and supportive.	90.9% of parents who completed the 2021 annual survey indicated that they feel comfortable in the school and welcomed at school events always/most of the time.

Strategic Direction 3: High Impact Teaching

Purpose

To ensure that all staff know the impact of their teaching and continually reflect and evaluate their practice for ongoing improvement.

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.

- The Visible Learner
- Visible Teaching and Leading
- Feedback
- Mindframes for Success

Resources allocated to this strategic direction

QTSS release: \$66,710.21

Professional learning: \$24,007.49

Summary of progress

The definition of a learner at CEPS is visible to the whole school community. The five learning dispositions were determined and taught explicitly through a collaboratively developed program taught by all classes in Term 1. The learning dispositions were further embedded in conversations at assemblies, visible on classroom posters and featured in the newsletter to parents. Staff were supported with additional time, professional learning and the opportunity to collaborate with colleagues to understand the impact of the use of individual goals for students. All classrooms have 2-3 goals displayed for every student and these were shared with parents at the Term 1 parent teacher interviews. Professional learning built staff capacity to develop quality learning intentions and success criteria.

The opportunity for all staff to complete regular 'walkthroughs' in other classrooms has provided data from the students about the impact of the visible learning strategies on their learning and has supported staff to develop their practice. Data from these visits has confirmed that learning intentions and success criteria are visible in all classrooms. Program reviews are evidence that learning intentions and success criteria are in teaching programs in all key learning areas. QTSS funds were used to provide additional time for staff to build their capacity and embed the teaching focus areas from Visible Learning.

The development of a Visible Learning Team, consisting of staff representatives from all stages including the support classes, has provided a collaborative and educated group to develop the evidence into action plan and ensure its implementation. This team has provided 1:1 support to all members of staff, has led professional learning and has been responsive to the needs of the staff and have made appropriate adjustments to the plans to ensure that what is learnt through professional learning has time to become embedded practice.

Professional learning supported by research has developed staff understanding of the different levels of feedback, their purpose and impact on learning. This has led to staff planning feedback strategies in their teaching programs. Feedback will be further explored in 2022 as other areas of Visible Learning required a deeper focus in 2021.

The school has a thorough assessment schedule with a range of tasks in Maths and English that provide whole school data to track effect sizes and student growth, as well as data that will inform teaching practice. Professional learning and 5-week data checkpoints have supported staff to deeply engage in a different data set each 5 weeks to improve their knowledge of their students' understanding of the content taught and to identify learners' achievement and progress status. Issues were identified with consistency of data entry and these were addressed through improved grade leadership and developing a reading assessment consistency guide.

Corwin conducted a Mindframes Survey of all teaching staff which identified CEPS teachers' beliefs about learning compared to the norm. This survey has identified some areas of 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
75% of students will be able to communicate the learning intention and success criteria of a lesson.	<ul style="list-style-type: none"> • The School Capability Assessment determined that most students interviewed could describe what they were learning. Some students related this directly to the learning intention displayed in the classroom. • Classroom walkthrough data is variable, but on average 66% of the students questioned can describe the learning intention of the lesson and 45% can describe the success criteria.
An average of 82% of students in Years 4-6 are in the high advocacy, high expectations quadrant of the TTFM student survey.	An average of 81.6% of students in Years 4-6 are in the high advocacy, high expectations quadrant of the TTFM student survey.
<p>TTFM survey data is at the state mean in the areas of :</p> <ul style="list-style-type: none"> • effective learning time • relevance • rigour • positive learning climate; and • interest and motivation. 	TTFM survey data is below the state mean in all areas.
85% of students K-2 enjoy learning and view their learning ability and progress in a positive way.	<p>Overall K-2 students view their learning ability and their progress in a positive way.</p> <ul style="list-style-type: none"> • 14 K-2 students were selected randomly for an interview about their learning in writing. 13/14 (93%) students responded positively and could communicate how they knew they were doing well with their writing. • 97% of K-2 students, including students in the support classes, displayed a positive attitude to learning as reflected in their Semester Two report. • Survey results indicated that 76% of K-2 students like learning/17% maybe like learning; 65% of K-2 students think they are good at learning /33% maybe are good at learning; and 80% think they are getting better at learning/15% maybe getting better at learning. 93% of K-2 students indicated that they learn a lot in class. 97% of K-2 students indicated that their teacher helps them to learn.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$102,089.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Charlestown East 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"> • Whole school community wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Students with additional needs have received targeted individualised support in their classroom, in the playground and/or during activities outside of the school such as camps, excursions, sporting activities</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure that SLSOs are aware of the student goals in PLSPs and that all SLSOs have a general knowledge of all students who have additional support needs.</p>
<p>Socio-economic background</p> <p>\$36,332.03</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Charlestown East 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"> • Inclusive practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support PLSP meetings <p>The allocation of this funding has resulted in: Staff, students and parents' wellbeing have been supported through varied strategies, resulting in a school culture of inclusivity and care. This funding and the processes supporting its use, ensure that all students have access to school activities, food and uniform.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing reflection of the school's wellbeing processes and the use of funds to ensure that the needs of the students and their families are appropriately met.</p>
<p>Aboriginal background</p> <p>\$17,078.91</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Charlestown East 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>

<p>Aboriginal background</p> <p>\$17,078.91</p>	<ul style="list-style-type: none"> • Whole school community wellbeing • Inclusive practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in:</p> <p>Allocating the majority of these funds to additional staffing in classrooms has ensured that Aboriginal students have received individualised support for their learning. The Whitebridge Community of Schools collaborated to plan professional learning and combined school activities that enable connections between Aboriginal students across the schools and upskill staff. Allocating time for teachers to connect with Aboriginal families has been invaluable in identifying their connection with culture and to gain insight into the level of their involvement in Aboriginal initiatives at the school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue to explore ways that we can effectively use these funds for authentic activities that build connections and support the PLSP goals of Aboriginal students, utilising Aboriginal staff, students and their families to provide guidance.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Charlestown East 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"> • Whole school community wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in:</p> <p>Additional staff in classrooms to provide individualised support to students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This has been an effective use of these funds. It would be on benefit to individually track the progress of these students as evidence of impact of this additional support.</p>
<p>Low level adjustment for disability</p> <p>\$99,835.46</p>	<p>Low level adjustment for disability equity loading provides support for students at Charlestown East 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"> • Quality Differentiated Literacy Teaching • Whole school community wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the

<p>Low level adjustment for disability</p> <p>\$99,835.46</p>	<p>employment of School Learning and Support Officers</p> <p>The allocation of this funding has resulted in: Data being gathered and analysed by the LAST to identify the students who have not achieved the expected benchmarks in Maths and English, developing quality individualised support programs to support the identified need and tracking student progress. Funds have also been used to employ SLSOs to provide individualised support to targeted students for learning in classrooms and for social and emotional support in the playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: Consideration of the ways that student data can be tracked to ensure an effective system that can be accessed by the LST, executive and class teachers to inform decision making and planning. Ongoing professional learning and guidance of SLSOs to ensure the effectiveness of the support provided and to ensure that the needs of the students are met.</p>
<p>Literacy and numeracy</p> <p>\$27,656.17</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Charlestown East 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"> • Quality Differentiated Literacy Teaching • Quality Differentiated Maths Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • teacher release to engage staff in HPGE <p>The allocation of this funding has resulted in: Additional time for staff to support learning in literacy and numeracy, with a specific focus on high potential and gifted learners. The balance of funds were used to supplement the LAST/COVID ILSP positions which provided more time to support the learning of students who are performing below grade expectations, particularly important due to the time spent learning at home due to COVID-19. The end result has been improved outcomes for students and the identification and support of students who have high potential.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued use of these funds to supplement the COVID ILSP/LAST positions as the school will receive a reduced budget in 2022 which will ensure continuity of learning support for the identified students.</p>
<p>QTSS release</p> <p>\$66,710.21</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Charlestown East 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"> • The Visible Learner <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 <p>The allocation of this funding has resulted in: Additional RFF has allowed staff to develop a deeper understanding and implementation of learning intentions and success criteria in their classrooms. It has supported teachers to have professional conversations</p>

<p>QTSS release</p> <p>\$66,710.21</p>	<p>and learn from each other's practice through regular 'classroom walkthroughs'. The engagement of an Impact Coach for Visible Learning, and allocating them additional time, has been instrumental in leading the implementation of Visible Learning and providing 1:1 support to staff. All students have individualised learning goals which has also been possible due to the additional time that teachers have been provided through QTSS release.</p> <p>After evaluation, the next steps to support our students with this funding will be: The additional time provided to teachers has proven to be successful and has impacted the implementation of Visible Learning as teachers have had time to embed practice, subsequently impacting the learning environment for the students. These funds will be used similarly in 2022 because of the impact seen.</p>
<p>COVID ILSP</p> <p>\$91,449.82</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"> • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in: All available data was gathered to identify the students who were identified as performing below the expected benchmark in literacy and/or numeracy. These students have been supported with 1:1 or small group individualised learning. Students who were identified as having low growth were also identified and supported as the next priority. All students have shown growth in their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: These funds will be used similarly in 2022. An improvement to the process will be the inclusion of the COVID ILSP teacher in the 5-weekly data checkpoints to more closely monitor the progress of these students, and deciding on a consistent system of recording and tracking the data for access by LST and the executive to support school decision making and evaluation.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	143	173	167	177
Girls	122	136	144	145

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.8	94.5	91.1	94.6
1	94.6	93.7	93.6	93
2	93.2	95.1	90.3	92.1
3	92.6	93.4	91.6	92.9
4	94.8	92.8	88.6	92.6
5	92.7	94.2	92.5	91.2
6	93.1	92.9	95.7	89.1
All Years	93.7	93.8	91.7	92.1
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)	4
Classroom Teacher(s)	12.89
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	7.58

*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	427,376
Revenue	3,725,981
Appropriation	3,632,244
Sale of Goods and Services	4,656
Grants and contributions	88,056
Investment income	305
Other revenue	720
Expenses	-3,763,837
Employee related	-3,351,071
Operating expenses	-412,766
Surplus / deficit for the year	-37,856
Closing Balance	389,519

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	117,337
Equity Total	155,646
Equity - Aboriginal	17,079
Equity - Socio-economic	36,332
Equity - Language	2,400
Equity - Disability	99,835
Base Total	3,047,392
Base - Per Capita	80,907
Base - Location	0
Base - Other	2,966,485
Other Total	164,454
Grand Total	3,484,830

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.

Teacher Satisfaction

The staff at the school work collaboratively and positively as a team and have genuine care for the school and are supportive of the school vision. The positive staff culture is indicative of satisfaction within the workplace. PDP meetings and individual meetings regarding Visible Learning are evidence of open, honest and supportive relationships between leaders and teachers with a focus on teaching practice and of their professional support needs. All written and verbal communication between staff members is positive and supportive. Incidental information received from casual teachers and other visitors to the school, acknowledge the way that they were welcomed in the school and supported during their time at the school, often describing the staff and the environment as very happy.

Student Satisfaction

The students at the school are generally well-behaved and respectful and engage with staff, visitors and their peers in a positive and inclusive way. A survey of K-2 students indicated positive feelings about school.

- 99% of students feel liked by their teacher
- 94% of students think their teacher is fair
- 84% of students think that their teacher teaches them interesting things

The Tell Them From Me survey is completed by students in Years 4-6 and the results are consistently above the NSW government mean. All results reflect a majority having positive feelings about school. Some of the results that reflect positive student satisfaction include:

- 89% of students have friends at school that they can trust and who encourage them to make positive choices
- 72% are interested and motivated in their learning
- 93% try hard to succeed in their learning
- 8.1/10 is the school mean for positive teacher-student relationships indicating that the majority of students feel teachers are responsive to their needs and encourage independence with a democratic approach
- 8.1/10 is the school mean for expectations for success indicating that the majority of students believe that school staff hold high expectations for all students to succeed

Parent Satisfaction

The annual parent survey was completed by 35 parents. This survey asked parents a number of questions about the school in general and about some specific programs. Informal feedback received from the school is positive. School events are always well-attended as are events that require volunteers to assist. The P&C is an effective parent group with multiple sub-committees, who are supportive of the school and share its vision. They work collaboratively with school staff on school events and initiatives. They are supported by the broader school community in participation in fundraising activities that raise considerable funds for the school. Over the past four years the enrolments have increased by at least 5 students each year and in 2021 there were no families that left the school because they were unhappy with the school or its programs. Specific data from the parent survey indicates:

- 97% believe their child/ren receive learning at their level
- 83% believe that their child/ren are sufficiently challenged to improve on their best
- 69% believe that they are sufficiently informed about their child's learning
- 74% believe that the school supports overall student wellbeing very well/extremely well and 20% in the middle of the scale
- 91% believe that their concerns were resolved collaboratively with staff
- 37% reported that their child is always happy and safe at school, 54% most of the time
- 64% felt comfortable and welcomed at school events always, 27% most of the time

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.