

# 2022 Annual Report

## Charlestown Public School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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Charlestown Public School

Frederick St

Charlestown, 2290

<https://charlestow-p.schools.nsw.gov.au>

[charlestow-p.school@det.nsw.edu.au](mailto:charlestow-p.school@det.nsw.edu.au)

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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 2023 our expected enrolment is 235 students drawn from a wide range of socio-economic backgrounds. Of these students, 10% identify as Aboriginal and 23% from an English as an Additional Language or Dialect (EALD) background. Our Family Occupation and Education Index (FOEI) is 80.

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, spelling bee and debating competitions and a range of sporting gala days throughout the year.

Charlestown Public School is a Grow Your Mind school. As such we place a strong emphasis on programs that promote positive mental health and increase students skills in the area of social and emotional development. Our students are happy at school and know that 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	2022 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

**Socio-economic background:** \$34,192.93

**Aboriginal background:** \$10,022.72

**Low level adjustment for disability:** \$45,968.40

**English language proficiency:** \$8,685.41

### Summary of progress

#### Personalised learning

This year students set and worked towards achieving personal goals. 71% of the goals set by students this year were achieved. Students have increased their ability to be able to articulate their goals, as evidenced in classroom walkthroughs.

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 2022. Staff continued to focus on professional learning to personalise student learning.

Data has been collected and analysed on a regular basis from a variety of internal and external sources during 2022. 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, Personalised Learning and Support Plans were developed and implemented for students with identified academic and social needs. In 2022 a new centralised digital format was developed to ensure ease of access for relevant personnel. Personalised Learning Pathways were collaboratively developed and implemented for Aboriginal students, also utilising the centralised format. These personalised plans were monitored regularly throughout the year and adjustments made as required.

#### Next steps

- Further professional learning to differentiate for students with additional learning support needs and high potential and gifted students through explicit instruction pedagogy is planned for the start of 2023. Staff will be supported to embed new learning through mentoring and team teaching opportunities.
- Continue PLSP and PLP procedures with more collaboration with parents to occur in 2023.
- Refine school data management processes and further enhance the use of the Teams environment for whole school data tracking to facilitate ease of sharing of information.

#### Consistent literacy and numeracy practices

Reading has been the focus area for 2022. Staff have undertaken a series of DoE developed professional learning sessions in the areas of oral language, phonemic awareness and phonics. In addition, staff focused on building their understanding and capacity to successfully deliver the new English and Mathematics K-2 syllabus documents in 2022. 90% of staff indicated that this professional learning has had significant impact on their capacity to effectively plan and implement literacy lessons.

#### Next steps

- Utilise the APCI role in 2023 to collaboratively create a consistent set of expectations for English and Mathematics teaching time, following the Charlestown Public School signature pedagogy.

- Build the capacity of staff in the area of numeracy through the provision of professional learning, team teaching and mentoring opportunities during 2023.

### 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
• Between 48-55% of Year 3 and Year 5 students achieve in the top 2 bands of NAPLAN for Reading (baseline is 40.92%).	This target was exceeded in 2022. 51.85% of Year 3 and Year 5 students achieved in the top 2 bands for reading.
• Between 40-50% of Year 3 and Year 5 students achieve in the top 2 bands of NAPLAN for Numeracy (baseline is 30.56%).	35.85% of Year 3 and Year 5 students achieved in the top 2 bands for numeracy.
• Between 60-70% of students achieve expected growth in NAPLAN Reading (baseline is 44.08%).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
• Between 65-72% of students achieve expected growth in NAPLAN Numeracy (baseline is 58.66%).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
• 87% of students in K-1 achieve reading level expected of their grade. • 70% of students in Y2 achieve reading level 26	In 2022:  87% of Year 1 achieved level 19  74% of Y2 achieved reading level 26 or higher.
• Staff have participated in professional learning to develop a sound understanding of student assessment and data concepts.	In 2022, staff engaged in professional learning to critically analyse student assessment data and how the resulting identified needs can be addressed in subsequent programming for learning as part of the teaching and learning cycle.
• A minimum of between 81-83% of Aboriginal students will achieve grade expectations in English and Mathematics.	In 2022, 81% of Aboriginal students achieved grade C or higher in English and Mathematics end of year academic reports.

## Strategic Direction 2: High expectations and continuous improvement culture.

### Purpose

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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

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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

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**QTSS release:** \$36,315.04

**Literacy and numeracy:** \$6,348.06

**Literacy and numeracy intervention:** \$36,212.00

**Professional learning:** \$10,000.00

### Summary of progress

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#### Effective Implementation of new DOE syllabi, policies and reforms

In 2022 Charlestown Public school further enhanced implementation of the High Potential and Gifted Education (HPGE) Policy. Self, family and teacher nominations resulted in four priority areas for extension and enrichment in 2022 - visual arts, soccer, mathematics critical thinking and robotics. The student leadership policy was rewritten to include the inclusion of class representatives to a student representative council from across all grades to better address the needs of HPGE students in the interpersonal domain.

All staff engaged in NSW DoE provided professional learning to build their understanding of the implementation of the new K-2 English and Mathematics syllabus documents from 2023. New scope and sequence documents were developed and the DoE units of work were evaluated for use in 2023.

Charlestown Public School engaged in professional learning regarding the Inclusive Engaging and Respectful School policies and frameworks and explored their contextual relevance to the Charlestown Public School Setting. School procedures were updated to align with the new policy implementation.

#### Next steps

- During 2023 staff will undertake professional learning around the new 3-6 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 syllabus requirements.
- Explicit teaching of consistent school wide behaviour standards to ensure a proactive approach.

#### 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, particularly in explicit instruction. 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. John Fleming provided professional development 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 2022 NAPLAN results indicated a positive shift in writing results with average scores for both Year 3 and Year 5 above the state and statistically similar school group average.

#### Next steps

- Training in explicit Instruction and visible learning for staff new to the school to ensure consistency in practice is maintained.
- Learning Sprint model to be introduced to enhance the HIPL components of our professional learning across the school.
- Implement the daily writing warm up as part of the CPS signature pedagogy to explicitly teach vocabulary and sentence structure in line with the new syllabus outcomes.



- Implement new self talk scaffolds for narrative and persuasive texts across K-6.

## 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"> <li>• Staff and students have a demonstrated commitment to all students making learning progress.</li> </ul>	<p>In the student Tell Them From Me survey, 100% of students indicated they had high expectations for success. 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.</p>
<ul style="list-style-type: none"> <li>• Change and the reasons for it to be clearly communicated with parents via newsletter, Skoolbag app and P &amp; C meetings and feedback sought.</li> </ul>	<p>Communication strategies were streamlined, with purposeful communication across platforms used effectively to inform and consult. The school engaged in a year long rebranding journey in 2022, with community consultation utilised heavily through inclusion in the 'rebrand team' and feedback loops throughout the process. The end of year community survey indicated that 92% of parents agreed or strongly agreed that they had been given the opportunity for their opinions and feedback to be given and that this was acted upon as part of the process.</p>
<ul style="list-style-type: none"> <li>• Instructional Rounds implemented.</li> </ul>	<p>Instructional rounds were implemented with an agreed problem of practice regarding the consistency of implementation of the 'I do, we do, you do' components of explicit instruction. This resulted in the teaching and learning handbook development of agreed and consistent practices for the school.</p>

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

#### Purpose

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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

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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

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**Low level adjustment for disability:** \$13,088.10

**Professional learning:** \$8,307.46

#### Summary of progress

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##### Review and improve current wellbeing practices

Implementation of many student wellbeing programs and initiatives have boosted current practices. After a review of the You Can Do It program implementation across the school, it was recognised that a new approach was required. School staff reviewed current offerings for programs and the Grow Your Mind social and emotional wellbeing program was purchased. Implementation was established with a whole school launch day for students and information session for parents. Explicit teaching of the brain science of social and emotional regulation and wellbeing was a focus for 2022, as well as a fortnightly focus on the development of specific character strengths. End of year survey results showed 89% community members agreed or strongly agreed that the Grow Your Mind Program was a positive way to address the social and emotional wellbeing needs and development of students across the school.

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

Next steps:

- A consistent school wide scope and sequence of expected behaviours will be developed and explicitly taught incorporating the brain awareness and self regulation strategies in the Grow Your Mind program.
- A consistent approach to managing behaviour will be developed and implemented where all staff are aware of their role at different points.

##### Increase community engagement

Community engagement progress proceeded well in 2022 as parents were permitted back into the school environment. Parents returned to assemblies and school events and watched their children with pride participating in the weekly celebration of learning.

The use of class dojo and the school facebook page continued to be used as an effective medium of communication and school promotion that included student work.

The school continued to enjoy the contribution of an active and committed P&C association. Monthly meetings allowed for an in-depth discussion regarding school focus areas, activities and progress. The highly engaged group provided insight and feedback from the wider community through consultation and genuine partnerships.

Next Steps:

- Review of twice yearly academic report structures to ensure community engagement and new DoE policy alignment
- Implementation of student led 3 way conferences to empower students to authentically engage their families in their learning programs.
- A communication school process document will be developed to enhance understanding and consistency of school and community communication methods and their purpose.
- Implement the parent portal for the School Bytes administration program to streamline communication.

## 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
<p>Systems-negotiated target:</p> <ul style="list-style-type: none"><li>• Ensure Wellbeing target is at 98% as per the TTFM surveys.</li></ul>	<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 88%, which is well 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"><li>• Staff provide written information for parents on the specifics of student learning in English and Mathematics at the beginning of each term.</li><li>• The percentage of parents who indicate they receive regular information about how to support their child's learning increases from 87% to 92%.</li></ul>	<p>Learning intentions and success criteria were sent home to families each term to allow for increased discussion about learning from school to home.</p> <p>Online parent information sessions were conducted for each class at the start of term 1. Formal parent teacher interviews took place in semester 1. Tracking of phone call and dojo communication increased in Sentral recording.</p> <p>End of year parent and community survey indicated 89% of parents agreed they received regular information about how to support their child's learning at home.</p>
<p>System identified target:</p> <ul style="list-style-type: none"><li>• CPS will have a minimum of 94% of students whose attendance is equal to or exceeds 90%.</li></ul>	<p>54% of students attended more than 90% of the time. These results were above the DoE and similar size schools average. Leave and sickness accounted for the majority of student absences.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$45,288.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for students in the areas of literacy and numeracy</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Implementation of new DOE syllabi, policies and reforms</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for students in the areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employing SLSOs to implement evidenced based intervention programs to improve literacy and numeracy outcomes for identified students.</p>
<p>Professional learning</p> <p>\$18,307.46</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Charlestown Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Build teacher capacity in evidenced based practices.</li> <li>• Review and improve current wellbeing practices.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief was provided to staff to undertake the following training courses to improve their capacity to implement effective literacy sessions.</li> <li>• professional Learning provided for explicit instruction..</li> <li>• Executive professional learning in new syllabus content and</li> </ul>

Professional learning  \$18,307.46	<p>implementation and trauma informed practices.</p> <p><b>The allocation of this funding has resulted in the following impact:</b>  94% of staff indicating in the annual survey that their ability to use research based strategies to explicitly teach reading significantly or moderately increased this year.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Staff professional learning around the new 3-6 component of the English and mathematics syllabus, particularly explicit teaching of comprehension strategies in reading.</p>
Socio-economic background  \$34,192.93	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional LaST and SLSO to support curriculum differentiation and intervention needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  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><b>After evaluation, the next steps to support our students will be:</b>  Continued allocation of funds for student assistance to ensure that all students have the opportunity to fully participate in school programs and activities.</p>
Aboriginal background  \$10,022.72	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Increased staff awareness of the need for cultural humility when interacting with our Aboriginal families.  Aboriginal pedagogies being embedded into class units of work.  Improved outcomes for students in the areas of literacy, numeracy and wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continued funding of SLSOs and teacher release to support our Aboriginal students to identify and achieve their personal goals.  Funding of student participation in Aboriginal programs.</p>

<p>English language proficiency</p> <p>\$8,685.41</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for students in the areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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>\$59,056.50</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> <li>• Review and improve current wellbeing practices.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• Full review and update of whole school LST procedures.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes for students in the areas of literacy and numeracy through the implementation of adjustments to support learning and intervention programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The use of teacher release to identify appropriate goals and adjustments for students as part of regular data and case management processes. The continued use of SLSOs to support student learning.</p>
<p>QTSS release</p> <p>\$36,315.04</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Implementation of new DOE syllabi, policies and reforms</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> </ul>

<p>QTSS release</p> <p>\$36,315.04</p>	<ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers having the time required to implement initiatives and processes well.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Regular sessions with the newly appointed APCI to create data evaluative rhythm and authentic collaborative planning.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,212.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Build teacher capacity in evidenced based practices.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved outcomes in literacy and numeracy for identified students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Evaluation and continuation of intervention programs, including Minilit and phonemic awareness groups. Expansion of intervention. Further professional learning and LaST in class support to assist teachers in differentiating for the range of students in their classes.</p>
<p>COVID ILSP</p> <p>\$62,146.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Enhanced outcomes for students in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of small group withdrawal sessions with teachers and/or SLSO support for specific short term learning goals.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	73	93	99	108
Girls	73	77	90	110

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.8	93.8	93.6	90.2
1	94.9	92.0	93.7	88.1
2	93.2	94.9	93.8	88.9
3	94.5	94.8	93.6	85.6
4	95.6	90.4	93.0	90.9
5	92.1	94.4	88.9	90.8
6	93.0	92.1	93.1	82.6
All Years	93.8	93.4	93.1	88.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	9.63
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Administration and Support Staff	2.32

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	177,765
<b>Revenue</b>	2,582,932
Appropriation	2,495,946
Sale of Goods and Services	5,984
Grants and contributions	79,047
Investment income	1,756
Other revenue	200
<b>Expenses</b>	-2,622,135
Employee related	-2,415,236
Operating expenses	-206,899
<b>Surplus / deficit for the year</b>	-39,203
<b>Closing Balance</b>	138,562

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

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

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	45,288
<b>Equity Total</b>	111,958
Equity - Aboriginal	10,023
Equity - Socio-economic	34,193
Equity - Language	8,685
Equity - Disability	59,057
<b>Base Total</b>	1,837,278
Base - Per Capita	47,756
Base - Location	0
Base - Other	1,789,522
<b>Other Total</b>	417,130
<b>Grand Total</b>	2,411,654

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Survey data shows strengths in student positive sense of belonging at 88%, which is significantly 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

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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

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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

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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.