

2022 Annual Report

Charlestown East Public School



4194

Introduction

The Annual Report for 2022 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 336 students enrolled in 13 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
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

COVID ILSP: \$73,160.00

Literacy and numeracy: \$27,656.17

Low level adjustment for disability: \$68,952.60

Aboriginal background: \$16,831.25

QTSS release: \$17,468.00

English language proficiency: \$2,400.00

Socio-economic background: \$35,298.56

Per capita: \$18,689.00

Professional learning: \$446.60

Summary of progress

Quality Differentiated Literacy Teaching - The staff have continued to refine their practice to ensure quality teaching in English, specifically in guided reading and writing. Visible Learning underpins the teaching of literacy and all staff have ensured that at least one of the students' learning goals has a literacy focus. The implementation of Super 6 Comprehension and Seven Steps to Writing Success is evident in all teaching programs and the impact of these programs is now being reflected positively in school and external data. Program reviews reflect a consistency of practice across the school in the teaching of reading and writing. The progress measures have been achieved in reading. The progress measure for spelling was short of being achieved by 8%. K-2 spelling data is positive, however, a focus on spelling in 3-6 should be a consideration for 2023. A process of identifying HP&G students continued and was supported by the planning of activities at school that challenge student thinking and cater for their interests. The HPGE staff team developed their own knowledge through the achievement of an additional qualification and were about to support the whole staff through professional learning. Additional time was provided to the HPGE leader to enable time in classrooms to support teachers in the delivery of strategies to cater for the needs of HPGE students.

Quality Differentiated Maths Teaching - Visible Learning underpins the teaching of maths. Visible Learning and English have been a focus over the last few years, which could explain why student results in maths are not at the same level as for English. The assessment of maths, however, has been a focus in 2022 with staff striving towards effective assessment strategies. Maths rubrics were developed for all stages and strands in maths, but these were found to be cumbersome especially for Stage 2 and 3 when the content is much larger and more complex. Essential Assessment was trialed at the end of 2021 and purchased for implementation in 2022. This has proven to be an effective tool for teachers to use to track student progress in maths and has the flexibility to cater for the full range of learners. Utilising the full capacity of the Essential Assessment platform will be ongoing focus for staff in 2023. All classrooms are fully resourced with hands on equipment to support engaging learning in maths. A deeper analysis of maths assessment data is required in 2023 to identify specific areas of focus for professional learning to have an impact on student outcomes.

Data Informed Practice - The school assessment schedule is a detailed document that identifies the variety of assessment tasks that are required each term to ensure that sufficient data is captured to track both progress and achievement. The data specified in this document is captured in Sentral and is readily accessible by all teachers. This schedule is continually reflected upon to ensure that the tasks are efficient to administer but also informative to teaching. 5-week data checkpoints in all aspects of English and Maths are an integral part of the assessment schedule and have time allocated for this in the school professional learning plan. The checkpoints have ensured that all teachers regularly gather, analyse and reflect on the students' assessment data and make changes to their teaching to have impact on student learning. This is reflected in the feedback documents completed by teachers at each checkpoint.

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
52.35% of Year 3 and 5 students will achieve in the top 2 skill bands in NAPLAN reading.	71.4% of Year 3 students and 54.3% of Year 5 students performed in the top 2 skill bands in NAPLAN reading. The average percentage for Year 3 and Year 5 is 62.85%. The annual progress measure was exceeded in both Year 3 and Year 5.
39.85% of Year 3 and 5 students will achieve in the top 2 skill bands in NAPLAN numeracy.	64% of Year 3 students and 25.7% of Year 5 students performed in the top 2 skill bands in NAPLAN numeracy. The average percentage for Year 3 and Year 5 is 44.85%. The annual progress measure was exceeded, on average across Year 3 and Year 5, by 5%.
64.92% of students will achieve expected growth in NAPLAN reading from Year 3 to Year 5.	Expected growth is not able to be calculated as NAPLAN was not administered in 2020.
69.59% of students will achieve expected growth in NAPLAN numeracy from Year 3 to Year 5.	Expected growth is not able to be calculated as NAPLAN was not administered in 2020.
The percentage of students report high expectations for success as reflected in the TTFM survey, has shown an increase and is above the state average.	In the TTFM survey, expectations for success scores for Year 4 were 100% positive, compared to 80% in 2021; for Year 5 100% positive compared to 89% in 2021; Year 6 95% positive compared to 100% in 2021. Year 4 and 5 responses are above the state average and Year 6 are below state.
87% of students achieve their instructional reading benchmark targets assessing fluency, decoding and comprehension: <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 	<ul style="list-style-type: none"> • 97% of kindergarten students achieved the reading benchmark • 91% of Year 1 students achieved the reading benchmark • 82% of Year 2 students achieved the reading benchmark • On average 90% of the students K-2 achieved their reading benchmark, exceeding the target by 3%.
The percentage of students K-6 with a spelling age beyond their chronological age has increased.	85% of students had a spelling age above their chronological age. This is a reduction of 5% from 2021.
55% of students demonstrated a years growth in spelling assessed by Waddington Spelling.	47% of students demonstrated a year's growth in spelling

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: \$6,000.00

Low level adjustment for disability: \$32,564.66

Integration funding support: \$117,337.00

Aboriginal background: \$4,000.00

Per capita: \$1,300.00

Summary of progress

Inclusive Practice - Time was allocated during staff meetings to discuss the Inclusive Education Statement and the principles of Inclusive Education. All staff were involved in identifying what we do well, what we could do better and what else could be done for each of the principles. Staff utilised the School Excellence in Wellbeing and Inclusion Evaluation tool in their decision making. This data was collated for use in 2023 planning. The whole staff have been involved in preparing for the implementation of the Inclusive, Engaging and Respectful Schools Policy and the executive team have followed the DoE implementation roadmaps to ensure compliance. Aboriginal Education has become more of a focus across the community of schools with some of the initiatives, engaging both high school and primary schools students as well as Aboriginal staff members. On our school site, this has led to the development of an Aboriginal dance group that performed at the school concert. This was the first time that there has been a group such as this in the school, raising the profile of the Aboriginal culture in the school. The input of an Aboriginal staff member has been instrumental in building connections between Aboriginal students and families and ensuring that the goals of these students are identified and met by effectively using school funding sources.

Attendance Monitoring - The school has a number of strategies in place to monitor attendance and address attendance concerns, including regular HLSO visits with follow up feedback actions to teachers, daily attendance monitoring, regular phone calls to parents, individual student check-ins, LST referral processes, review of roll marking procedures and attendance monitoring and regular communication in the newsletter. Despite these strategies, the attendance target has not been met in 2022. There continued to be high numbers of absences due to COVID-19, and the restrictions associated, and families taking leave for holidays during the school term. A focus for 2023 will be to increase the frequency and content of the communication to families to establish the connection between attendance and learning.

Whole School Community Wellbeing - There is an ongoing focus on daily actions to support wellbeing across the school community. The parent survey results indicate that positive wellbeing of students is supported and that parents feel comfortable and welcome in the school. Specific days such as NAIDOC, National Day of Action Against Bullying, Harmony Day, Blue Day for Autism, R U OK day are all acknowledged and celebrated by the staff, students and/or whole community. The TTFM student survey data has historically been positive with results usually at or above the state mean, but a recent slight decline in some areas has prompted closer monitoring of this data in 2023 to determine any patterns that may indicate issues with student wellbeing.

Student Voice - Student surveys are used regularly to gain feedback from students about wellbeing and learning. The data from these surveys has informed our actions with the implementation of Visible Learning and changes to the content/order of the Tree of Values lessons to address the need. All students have a strong voice in their learning as all students have individual learning goals visible in their classrooms that are reflected on regularly and communicated to parents. Student Parliament continues to be the strongest strategy for accessing student voice. Parliament meets weekly with Stage 3 students and is an open forum for students to make suggestions for school improvements. A focus in 2022 was to establish a process of recording the ideas, gaining a response from the appropriate adult in the school and feeding back the actions/response to the students at the next parliament session and at assembly. This improved process has allowed the whole student body to see the results of their suggestions. In 2022, inviting representatives from other classes to have input at parliament has raised the visibility of this activity and engaged a larger group of students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
TTFM survey data will show that 90.2% of students report positive wellbeing at school.	85.4% of students indicated positive wellbeing in the TTFM student survey. This is an increase of 2.24% from 2021, but below the annual progress measure by 4.8%.
84.3% of students will attend school at least 90% of the time.	48.29% of students attended school at least 90% of the time, which is 36.01% below the target. There was a significant decline from 2021 of 26.05%.
School survey data reflects that 92% of parents and students find the school environment safe, welcoming and supportive.	94.2% of parents reported that their child feels happy and safe at school all or most of the time. This is an increase of 2.8% from the 2021 survey. 94.6% of parents reported that they feel comfortable and welcome at school events all or most of the time. This is an increase of 3.7% from the 2021 survey.

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

Professional learning: \$10,020.00

QTSS release: \$52,404.00

Summary of progress

The 3-year project that the school has undertaken with Corwin to implement Visible Learning across the school finished at the end of 2022. During this time, all components have been addressed through professional learning led by the school Impact Coaches or by Corwin educators. Professional learning has been ongoing across the 3 years. Time has been planned during staff meetings to lead staff through professional reading, professional conversations and new learning to continue to build the staff knowledge of each component. Opportunities were planned for teachers to implement the strategies in their classrooms through allocating additional release from face to face teaching. This additional hour has set tasks that need to be completed across the term in this time, to ensure the teachers are embedding the pedagogy. An environment has been created where all staff are comfortable sharing their practice with others and time has been planned for this in staff meetings. All staff have engaged in a teaching sprint each term, linked to the Visible Learning action plan, and reflect on their growth at the end of each sprint. Classroom walkthroughs are now common place. The ongoing engagement of school based Impact Coaches has ensured that the implementation of Visible Learning is planned and that staff are supported in various ways at every step. The level of implementation was reviewed by Corwin through a School Capability Assessment, which indicated that all elements are either common-place and systematically embedded or exists but not yet embedded. In comparison to the 2021 School Capability Assessment, some areas were only evident in pockets. There has been positive progress in all areas from 2021-2022.

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
85% of students will be able to communicate the learning intention and success criteria of a lesson.	<ul style="list-style-type: none">• 95% of students were able to communicate the learning intention and success criteria.• The school capability assessment conducted by Corwin confirmed that learning intentions and differentiated success criteria are embedded in practice.
An average of 83% of students in Years 4-6 are in the high advocacy, high expectations quadrant of the TTFM student survey.	90% of students indicated positive advocacy at school and 95% of students indicated positive expectations for success. These figures exceeded the improvement measure.
TTFM survey data is at or above the state mean in the areas of : <ul style="list-style-type: none">• effective learning time• relevance• rigour• positive learning climate; and	<ul style="list-style-type: none">• Effective Learning Time - Snapshot 1 :equal with state mean. Snapshot 2: .02 below the state mean.• Relevance - Snapshot 1 : below state mean by 0.6. Snapshot 2 : below state mean by 0.7.• Positive Learning Climate - Snapshot 1 : equal with state mean. Snapshot 2 : 0.6 below state mean.

<ul style="list-style-type: none"> • interest and motivation. 	<ul style="list-style-type: none"> • Interest and motivation - Snapshot 1 : 31% below state mean. Snapshot 2 : an improvement of 10% to 21% below the state mean. • Rigour is no longer reported on in the TTFM survey.
<p>90% of students K-2 enjoy learning and view their learning ability and progress in a positive way.</p>	<ul style="list-style-type: none"> • 75% of K-2 students indicated that they like learning (compared to 76% in 2021) • 67% of K-2 students indicated that they think they are good at learning, and a further 29% indicated that they are maybe good at learning (compared to 65% and 33% in 2021) • 69% of K-2 students indicated that they think that they are getting better at learning, and a further 18% are maybe getting better at learning (compared to 80% and 15% in 2021) • 'Yes' and 'Maybe' are viewed as a positive response. An average of 87% of K-2 students viewed their learning and progress in a positive way, 3% below the target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$117,337.00</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"> • Inclusive practice <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 the following impact: All students with additional needs have school learning support officer time allocated to them in the classroom and/or playground relevant to their individual needs and funding allocation.</p> <p>After evaluation, the next steps to support our students will be: Continually reflect on the needs of each individual student and the most efficient way to support them is actioned with the resources available.</p>
<p>Socio-economic background</p> <p>\$41,298.56</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"> • Quality Differentiated Literacy Teaching • Inclusive practice • Whole school community wellbeing <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 <p>The allocation of this funding has resulted in the following impact: All students across the school having more equitable access to technology for learning. Support is provided to all families who need assistance funding their child's education.</p> <p>After evaluation, the next steps to support our students will be: Develop a new 4-year technology plan to ensure that the students have access to current and well-maintained technology in their classrooms, aligned with the technological climate at the time.</p>
<p>Aboriginal background</p> <p>\$20,831.25</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> <ul style="list-style-type: none"> • Quality Differentiated Literacy Teaching • Inclusive practice • Quality Differentiated Maths Teaching

<p>Aboriginal background</p> <p>\$20,831.25</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: All Aboriginal families have discussed their child's learning and cultural goals with a staff member at school, summarised into their Personalised Learning Plan. A variety of cultural activities were initiated within the school and across the community of schools which has raised awareness of the Aboriginal culture and established connections. Aboriginal students with high support needs were supported by a school learning support officer in class.</p> <p>After evaluation, the next steps to support our students will be: Develop a tracking system of the learning and cultural goals of all Aboriginal students and utilise the allocated funds for targeted individualised support of these students related to their PLP goals through the engagement of a school learning support officer. Continue to build on the connections created in the school and across the community of schools between staff, students, parents and Aboriginal community members.</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"> • Quality Differentiated Literacy Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: EALD students are supported in classrooms to achieve their learning goals by a school learning support officer.</p> <p>After evaluation, the next steps to support our students will be: Track the progress of EALD students more closely to better inform the allocation of funds according to needs.</p>
<p>Low level adjustment for disability</p> <p>\$101,517.26</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 • Inclusive practice • Quality Differentiated Maths Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Students with additional needs not meeting the threshold for individual funding, are supported to achieve their learning, social, emotional, behavioural goals by a school learning support officer in their classrooms and/or in the playground. Students not achieving expected benchmarks in</p>

<p>Low level adjustment for disability</p> <p>\$101,517.26</p>	<p>reading, writing or maths receive explicit teaching in small groups or individually.</p> <p>After evaluation, the next steps to support our students will be: Analysing student progress data to ensure effectiveness of the intervention and make adjustments accordingly.</p>
<p>Professional learning</p> <p>\$10,466.60</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 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 • Data Informed Practice (Know Thy Impact) • Visible Teaching and Leading • Mindframes for Success <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Access to high quality and targeted professional learning provided internally and externally <p>The allocation of this funding has resulted in the following impact: Visible Learning being embedded across the school, improving the learning environment for the students and improving learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: Ongoing planned and purposeful professional learning that will build staff capacity to provide optimal learning for students.</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"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: Students with additional learning needs were identified and supported. These students have all shown progress with their learning.</p> <p>After evaluation, the next steps to support our students will be: Ongoing data tracking and reflection to ensure that the students are showing growth through the intervention and that the students most needing support are identified.</p>
<p>QTSS release</p> <p>\$69,872.00</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"> • Quality Differentiated Literacy Teaching • Quality Differentiated Maths Teaching • Visible Teaching and Leading • Feedback

<p>QTSS release</p> <p>\$69,872.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: All staff have had additional time to focus on embedding Visible Learning in their classroom, to work individually with students to identify and monitor learning goals, engage with colleagues through classroom walkthroughs to improve their practice.</p> <p>After evaluation, the next steps to support our students will be: Identify the focus areas for teachers in 2023 to maintain an ongoing focus on embedding Visible Learning and other evidence based teaching practices, to ensure quality learning environments.</p>
<p>COVID ILSP</p> <p>\$73,160.00</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>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 targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Students with additional learning needs were identified and supported. These students have all shown progress with their learning.</p> <p>After evaluation, the next steps to support our students will be: Ongoing data tracking and reflection to ensure that the students are showing growth through the intervention and that the students most needing support are identified.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	173	167	177	180
Girls	136	144	145	156

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.5	91.1	94.6	91.6
1	93.7	93.6	93.0	89.5
2	95.1	90.3	92.1	88.2
3	93.4	91.6	92.9	87.4
4	92.8	88.6	92.6	88.6
5	94.2	92.5	91.2	87.8
6	92.9	95.7	89.1	87.1
All Years	93.8	91.7	92.1	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

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)	13.95
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	7.58

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	269,751
Revenue	4,296,423
Appropriation	4,048,532
Sale of Goods and Services	9,627
Grants and contributions	235,151
Investment income	3,113
Expenses	-4,176,690
Employee related	-3,704,394
Operating expenses	-472,296
Surplus / deficit for the year	119,733
Closing Balance	389,484

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.

	2022 SBAR Adjustments (\$)
Targeted Total	114,862
Equity Total	163,250
Equity - Aboriginal	20,831
Equity - Socio-economic	41,299
Equity - Language	2,400
Equity - Disability	98,720
Base Total	3,241,959
Base - Per Capita	85,709
Base - Location	0
Base - Other	3,156,251
Other Total	184,573
Grand Total	3,704,644

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

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.

The People Matter Employee Survey was conducted by the Department of Education. The questions most relevant to the school environment have been summarised below: There was a 100% favourable response to :

- My job gives me satisfaction to use a variety of skills
- My job gives me a feeling of personal accomplishment
- My workgroup works collaboratively to achieve its goals
- People in my workgroup treat each other with respect

There was a 93% favourable response to :

- Feeling motivated to contribute more than what is normally required at work
- Confidence in the decisions that the manager makes
- Being encouraged and valued for their input

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. The number of negative incidents recorded in Sentral are minimal and low level and most are resolved by simple strategies implemented by class teachers or in planning room. The students value positive behaviour, friendship, care and inclusion.

In the annual survey of parents of students K-6, parents indicated that 47.3% of students always feel happy and safe at school and 45.9% most of the time (93.2% positive response).

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:

- 77% of students have friends at school that they can trust and who encourage them to make positive choices
- 57% are interested and motivated in their learning
- 85% try hard to succeed in their learning
- 8.2/10 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
- 7.6/10 is the school mean for advocacy at school, indicating that students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Parent Satisfaction

The annual parent survey was completed by 75 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. Specific data from the parent survey indicates:

- 92% believe their child/ren receive learning at their level
- 80% believe that their child/ren are sufficiently challenged to improve on their best
- 73% believe that they are sufficiently informed about their child's learning
- 85.3% believe that the school supports overall student wellbeing very well/extremely well and 10.7% in the middle of the scale
- 92.9% believe that their concerns were resolved collaboratively with staff
- 47.4% reported that their child is always happy and safe at school, 45.9% most of the time (93.3% positive response)
- 73.3% felt comfortable and welcomed at school events always, 21.3% most of the time (94.6% positive response)

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.