

2022 Annual Report

Charlestown South Public School



4324

Introduction

The Annual Report for 2022 is provided to the community of Charlestown South 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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Message from the principal

Charlestown South PS has an incredible school culture that believes every child matters every day and every child can be a successful learner.

In 2022, CSPS became 1 of 10 Ambassador Schools out of 2,200 schools in NSW.

The Explicit Instruction pedagogy was first undertaken at CSPS in 2015 after much research and consultation between community, school and like-minded schools. CSPS commenced working closely with John Fleming; who at the time was the Deputy Chairman of AITSL; and Haileybury College in Melbourne who are the top performing primary school in the nation. The EI pedagogy has resulted in significant academic growth in students as highlighted in our NAPLAN results over the years.

The implementation and embedding of further technologies into every day practice has been a focus for 2022 and beyond. CSPS has a BYOD program for Stage 3 and will continue to grow and expand our coding and robotics program from K to 6. Although operating as an individual school, CSPS is part of the Whitebridge Community of Schools (WCoS), Glenrock Learning Alliance Network and the Fleming Network of Schools (FNS). Charlestown South PS has by default become the demonstration school across the Hunter and Central Coast for schools commencing the EI journey and over the last few years have had 100s of teachers, educational advisors, Instructional Leaders and Principals visit for our termly Open Days. In the future we will continue to deepen our EI pedagogy, use of technology and partnerships with like-minded schools as we continue to create opportunities for our students in preparation for an ever changing world.

School vision

To be a centre of educational excellence where every student is valued.

School context

Charlestown South Public School is located in a suburban area in the Newcastle and Lake Macquarie region, serving a diverse population within a mid-socio-economic context. There are currently 261 students which includes 22 Aboriginal students. Charlestown South is a close knit community with extremely high parental involvement and a wide range of extra curricula programs, some of which include; Concert Band, Choir, Vocal Ensemble, Dance, Debating, Fitness Group, Environmental and Nature Play, Girls Can Group and many varied sporting pursuits. The school values high expectations, quality community relationships and high quality teaching practice. Charlestown South is renowned for its academic, cultural arts, technology and sporting achievements which are highlighted by successes in many regional competitions and consistently significantly above national, state and regional averages in NAPLAN. In 2019 NAPLAN, the school was the highest performing primary school across all public, catholic and independent schools in the Hunter Region and the highest performing school in Year 3 Writing in NSW. The school's Aboriginal students performed well above all students in the state in every aspect of NAPLAN. The staff attribute the growth in student achievement to the Explicit Instruction pedagogy introduced in 2015. During the last four years the school has hosted Principals, Instructional Leaders, Directors and Teachers from all over the Hunter and Central Coast Regions who have requested observing the teaching practice of Explicit Instruction Warm Ups in Literacy, Maths and Writing.

The staff at Charlestown South has a blend of highly experienced and newly accredited teachers who demonstrate passion and expertise across all curriculum areas. The levels of staff collaborative planning are extremely high, which also includes regular lesson observations, feedback and collegial coaching sessions. The school works in a close, highly professional and strategic partnership delivering innovative and inspirational student educational and social opportunity participating regularly in combined Community of Schools, Glenrock Network of Schools and Hunter Region Fleming Network Schools events.

In formulating the new 4 Year School Improvement Plan, the school community undertook a thorough and deep situational analysis process. This process included an in depth analysis of SCOUT Data, the School Excellence Framework, localised surveys and feedback from students, staff and wider community, NAPLAN and other school based assessments, a variety of evidence based educational research papers. This analysis sat alongside community and AECG consultation as the school looked inward, outward and forward in identifying the three Strategic Directions for focus for the 4 Year 2022-2025 School Improvement Plan. There will be a significant focus on Student Growth and Attainment with an emphasis on Explicit Instruction pedagogy, Staff Professional Development and Collaborative Practices, and formalised programs and initiatives that promote and celebrate Student Wellbeing, high expectations and continued high levels of attendance.

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	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop Explicit Instruction pedagogy that is responsive to the learning needs of all students.

- To create a purposeful, challenging, engaging learning environment underpinned by high expectations and teaching practices delivering a differentiated curriculum.
- To enable students to develop the abilities to think critically, creatively and ethically.

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.

- Explicit Instruction Warm Up & Literacy Block Monitoring
- Point of Need Intervention

Resources allocated to this strategic direction

Literacy and numeracy: \$10,418.89

Socio-economic background: \$15,252.01

Low level adjustment for disability: \$66,707.50

QTSS release: \$35,876.00

Aboriginal background: \$12,843.03

English language proficiency: \$2,400.00

Summary of progress

Point of Need Intervention (PONI) increased in 2022 by 32% as compared to the previous year. The increase in budget allocation facilitated a higher degree of intervention from the Learning and Support Teachers and SLSOs. The addition of a PONI discussion in every fortnightly Stage Meeting aided to increase the number of students accessing PONI for short 2 to 3 week interventions according to needs that were highlighted during Warm Ups and formal assessments. The focus of PONI was Kinder to Year 3 with a priority given to reading comprehension and fluency. Decodable Readers were introduced at the start of the year for Years Kinder to Year 2 with PM Benchmark Reading Assessment gradually eliminated over the first two terms. In Year 3, 9 students received varying degrees of intervention pre and post NAPLAN. Of those students, 7 achieved a Top 2 Bands in NAPLAN Reading and 2 achieved a High Middle Band 4. In Kindergarten, 95% of students progressed through all 8 Levels of the Australian Decodable Readers and knowing all codes (single sounds, blends, digraphs, trigraphs) allowing them to progress through to reading Real World Text (uncontrolled texts). This is estimated to be an end of Year 1 Reading Level.

Explicit Instruction Warm Ups and Literacy Block Monitoring continues to happen weekly with 'Grade Buddy Check Ins' during simultaneous RFF times. Constant review occurs resulting in the occasional adaption and addition to Warm Ups according to formal and informal assessment. Termly Planning Days for Stages facilitates discussion focusing on content and delivery of all Warm Ups and a review of practice. Observations by Executive (Termly) and Grade Buddy (3 times per term) allows for consistency of monitoring.

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
Numeracy • Between 70% and 80% of students in Years 3 & 5 achieve the Top 2 Bands in NAPLAN. Baseline 52.33%	• 58% of students in Years 3 & 5 achieved the Top 2 Bands in NAPLAN, which was below the system negotiated target but above the Baseline of 52.33%
Reading • Between 75% and 80% of students in Years 3 & 5 achieve the Top 2 Bands in	• 77% of students in Years 3 & 5 achieved the Top 2 Bands in NAPLAN., exceeding the system negotiated target. This well exceeded the Baseline of 57.08%

NAPLAN, Baseline 57.08%	
Reading <ul style="list-style-type: none"> • At least 83% will achieve PM Benchmark Reading levels of: Kinder - Level 14; Year 1 Level 22; Year 2 Level 30 or beyond by the end of each year. • At least 83% of students in Years 3 to 6 will demonstrate a 0.5 growth when comparing start of year scale scores in the PAT Reading Assessment. • A minimum of 68% of Aboriginal students will achieve greater than the state average in Reading. • 75% of students participating in Home Reading Program achieving a minimum of 200 nights of home reading. • 75% of students attending Earlybird Reading Program a minimum of once per week from K-2 at or below CSPS benchmark reading level. 	<ul style="list-style-type: none"> • Due to the change from PM Benchmark Readers to Decodable Readers in 2022, no comparative data was harvested. However, 95% of Kindergarten students progressed through all 8 Levels of the Australian Decodable Readers and knowing all codes (single sounds, blends, digraphs, trigraphs) allowing them to progress through to reading Real World Text (uncontrolled texts). This is estimated to be an end of Year 1 Reading Level. • 93% of students in Years 3 to 6 demonstrated a 0.5 growth when comparing start of year scale scores in the PAT Reading Assessment. • 75% of Aboriginal students achieved greater than the state average of all students in Reading. 100% of Aboriginal students were above the state Aboriginal average score. • 81% of students participating in Home Reading Program achieved a minimum of 200 nights of home reading. • The Earlybird Reading Program averaged over 85 students per session in Terms 3 and 4 with an attendance high of 114 students. With the elimination of the use of PM Benchmark Levels, an adapted measure was used to target specific students for EBR. In 2022, EBR was conducted once per week as opposed to twice as per previous years. Of these targeted students, 67% attended regularly.
87% of Year 5 students achieve expected growth. Baseline 79.95%	* Due to having no NAPLAN Assessment conducted in 2020, no Growth data was able to be harvested for this cohort.
<ul style="list-style-type: none"> • At least 81% of students in Years 3 to 6 will demonstrate 0.5 growth when comparing start of year scale scores in the PAT Maths Assessment. • 75% of Aboriginal students will achieve greater than the state average in Numeracy. 	<ul style="list-style-type: none"> • 87% of students in Years 3 to 6 will demonstrated 0.5 growth when comparing start of year scale scores in the PAT Maths Assessment. • 50% of Aboriginal students achieved greater than the state average of all students in Numeracy. 100% achieved above the State average for Aboriginal students.
92.5% of Year 5 students achieve expected growth. Baseline 69.2%	* Due to having no NAPLAN Assessment conducted in 2020, no Growth data was able to be harvested for this cohort.

Strategic Direction 2: Building Staff Capacity Fostering inspirational and innovative teaching and leadership

Purpose

Staff collaboration, development and sharing of resources and targeted professional development, will build staff capacity to cater for the diverse needs of students.

- To provide a highly collaborative and communicative teaching environment that promotes and celebrates innovation.
- To understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

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.

- Curriculum Reform
- Targeted Professional Development

Resources allocated to this strategic direction

Aboriginal background: \$6,660.00

Socio-economic background: \$7,951.00

Professional learning: \$17,994.18

QTSS release: \$13,999.71

Literacy and numeracy: \$14,537.00

Low level adjustment for disability: \$5,796.51

Summary of progress

The Explicit Instruction (EI) program at Charlestown South continues to be the signature pedagogy and according to all teaching staff, the catalyst for the excellent NAPLAN results and significant growth in student achievement. This pedagogy and its impact upon student achievement is directly linked to the school being shortlisted in the top 5 Public Schools in Australia and being selected as only 1 of 10 Ambassador Schools across NSW. The Ambassador Schools Program involved rigorous research conducted by the University of NSW, University of Canberra and Charles Sturt University. Due to the results Charlestown South has witnessed since introducing the Explicit Instruction pedagogy, the school has been inundated with requests from local, Hunter Valley, Central Coast, Sydney and interstate schools both public and private to visit the school to observe the Explicit Instruction Warm Ups in Maths, Literacy and Writing across all Stages. The school now offers a Termly EI Open Day and limits attendance to 35 Classroom Teachers/Educators/Principals/APC&Is. Every termly session for the past 4 years has seen maximum attendance. A significant waiting list has been generated for Term 1 2023.

The school continues to target specific professional development to further enhance the EI pedagogy and to meet the needs of individual staff members in response to their Personal Development Plan. One of the roles for the newly appointed APC&I in 2023 will be to assist staff in accessing Professional Development directly related to their PDPs.

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">• 82% teacher attendance at Fleming Network professional development afternoons• All staff involved in increased collaborative practices• 45% of whole staff PD to relate directly to the teaching of literacy and numeracy.	<ul style="list-style-type: none">• During the year, 92% of teachers attended at least one Fleming Network professional development afternoon with 80% attending 2 or more sessions.• All staff were involved in EI collaborative practices with a focus on Writing in the 2nd Semester.• 60% of whole staff and individual PD in 2022 related directly to the teaching of literacy and numeracy.
<ul style="list-style-type: none">• 78% of teaching staff to implement	<ul style="list-style-type: none">• 89% of teaching staff implemented Creative Critical Thinking pedagogy in

Creative Critical Thinking pedagogy in at least two suitable units of work.

- Increased staff professional development targeting student wellbeing practices as outlined in SD3.

at least two suitable units of work.

- There was a significant increase in staff professional development targeting student wellbeing practices as outlined in SD3.

Strategic Direction 3: Student Wellbeing

Purpose

Strategically planned whole school wellbeing procedures that foster high levels of wellbeing and engagement will ensure our students are able to connect, succeed, thrive and learn.

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.

- Engage with Wellbeing For School Excellence document
- Whole School Attendance Practices
- Healthy Lifestyle Choices

Resources allocated to this strategic direction

Socio-economic background: \$9,620.00

Summary of progress

As a result of the significant engagement with, and the 4 x 3 hours Professional Developments sessions looking at the Wellbeing For Schools Excellence document which was conducted by the Learning and Wellbeing Officers, a number of attendance practices and Healthy Lifestyle Choices were added to standard practice. The PD sessions allowed staff to more deeply understand the Wellbeing For Schools Excellence document and align current programs and practices that exist within the school and categorise each program and practice in order to highlight strengths and weaknesses that may exist. As a consequence, one lunchtime physical activity, Rhythm in Motion, has already been added and already realising great success seeing 50+ students engaging weekly. An increase in the methods of recognising quality and improved attendance as a result of engaging with the Wellbeing For Schools Excellence document were implemented immediately. Our 2023 focus will be on attendance and engagement strategies with a review of our attendance procedures our tiered interventions.

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">• Wellbeing, attendance and behaviour plans are embedded practice and achieved for all students• A 50% reduction in behaviour incidents reported on Sentral from baseline data• TTFM Surveys - increase positive sense of belonging from 81% to 88% where the state mean is 81%, Increase the percentage of students with positive behaviour at school from 94% - 97% where the state mean is 83%. Increase positive student/teacher relationships from 8.8 to 9.5 where the state mean is 8.4• An increase from Baseline Data of 2 leisure activities at break times to 6 leisure activities.	<ul style="list-style-type: none">• Wellbeing, attendance and behaviour plans were embedded practice and were achieved for all students• A 54% reduction in behaviour incidents were reported on Sentral from baseline data throughout 2022.• TTFM Surveys positive sense of belonging - 60% for Year 6 yet a 90% for Year 5. An overall survey result of 74%. The percentage of students with positive behaviour at school was 93% where the state mean was 84%. Positive student/teacher relationships was 8.6 where the state mean is 8.4• There was a increase from Baseline Data of 2 leisure activities at break times to 8 leisure activities.
<ul style="list-style-type: none">• 100% of staff competent and confident with all attendance processes• Increase attendance from 94% baseline data 2019 to 96% (2020 data inaccurate due to Covid19)	<ul style="list-style-type: none">• 100% of staff indicate they are competent and confident with all attendance processes• The overall attendance was 92% which was below the target and baseline. A student who has his enrolment based here at Charlestown South, who has attended an ED Unit for 2022 not onsite here, has an

<ul style="list-style-type: none"> • 100% of staff competent and confident with all attendance processes • Increase attendance from 94% baseline data 2019 to 96% (2020 data inaccurate due to Covid19) 	attendance of approximately 30% which had an overall impact upon attendance percentages.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$262,506.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Charlestown South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Improved outcomes for integration funded students in the areas of support with literacy and numeracy, evidenced by student attainment demonstrated by NAPLAN and internal assessment data.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of student support practices to support student outcomes in literacy, numeracy and personal wellbeing including physical, emotional and personalised needs. Increase the instances of Learning and Support Team Meetings to review personalised plans for IF students.</p>
<p>Socio-economic background</p> <p>\$32,823.01</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Charlestown South 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"> • Point of Need Intervention • Explicit Instruction Warm Up & Literacy Block Monitoring • Curriculum Reform • Engage with Wellbeing For School Excellence document • Whole School Attendance Practices • Healthy Lifestyle Choices <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 [name] program implementation. <p>The allocation of this funding has resulted in the following impact: Improved Outcomes for low socio-economic students in the areas of literacy and numeracy evidenced by Naplan outcomes, internal data and attendance.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of learning support practices to support student outcomes in literacy and numeracy including personalised invitations to Earlybird Reading.. Funding from the school budget to employ additional learning support and SLSO time in the classroom.</p>
<p>Aboriginal background</p> <p>\$19,503.03</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Charlestown South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$19,503.03</p>	<ul style="list-style-type: none"> • Point of Need Intervention • Curriculum Reform • Targeted Professional Development <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Improved outcomes for Aboriginal students in the areas of literacy and numeracy, evidenced by 87% of Aboriginal students exceeding the State Average for all students in Reading and Numeracy and 100% exceeding the State Average for all Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of parent/teacher/student PLP practices releasing staff to support student outcomes in literacy and numeracy and individual negotiated goals.</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 South 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"> • Point of Need Intervention <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 • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Improved outcomes for targeted lower language proficient students in the areas of literacy, evidenced by greater interventions for individuals and small groups in Year 1 & 2.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of targeted lower language proficiency practices to support mainly Year 1 and Year 2 students improve outcomes in literacy.</p>
<p>Low level adjustment for disability</p> <p>\$72,504.01</p>	<p>Low level adjustment for disability equity loading provides support for students at Charlestown South 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"> • Point of Need Intervention • Curriculum Reform <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: Improved outcomes for students with identified disability in the areas of wellbeing, literacy and numeracy, evidenced by improved access to the curriculum and learning opportunities.</p>

<p>Low level adjustment for disability</p> <p>\$72,504.01</p>	<p>After evaluation, the next steps to support our students will be: Continued implementation of current practices to ensure students with disability have equitable access to programs such as Earlybird Reading Program to support student outcomes.</p>
<p>Professional learning</p> <p>\$17,994.18</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 South 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"> • Curriculum Reform • Targeted Professional Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher release to engage in professional learning. • Engaging specialist staff to deliver the professional learning. <p>The allocation of this funding has resulted in the following impact: Improved outcomes for students by increasing the capacity of staff through whole school and individualised professional development identified via the School Plan and Staff PDPs especially focusing on student wellbeing. This was evidenced by a reduction in negative incidents recorded in Sentral and the addition of physical wellbeing opportunities identified via Professional Development sessions.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of Professional Development practices for staff to support student outcomes in literacy, numeracy and wellbeing. Identifying specific Professional Development opportunities for staff that directly align to staff PDPs to support student outcomes.</p>
<p>Literacy and numeracy</p> <p>\$24,955.89</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Charlestown South 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"> • Point of Need Intervention • Curriculum Reform • Targeted Professional Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students • teacher release to engage staff in developing further resources for the Explicit Instruction Warm Ups. <p>The allocation of this funding has resulted in the following impact: Improved outcomes for all students in the areas of literacy and numeracy, evidenced by the school results in the Premier's Priority for NAPLAN in Literacy and Numeracy being 30% above the State Average.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of the Explicit Instruction pedagogy practices to support student outcomes in literacy and numeracy with this a being the focus for the APC&I.</p>

<p>QTSS release</p> <p>\$49,875.71</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Charlestown South 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"> • Point of Need Intervention • Explicit Instruction Warm Up & Literacy Block Monitoring • Curriculum Reform • Targeted Professional Development <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 • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Improved outcomes for all students in the areas of literacy and numeracy, evidenced by NAPLAN results and the school being identified as 1 of only 10 Ambassador Schools in NSW due to being a high performing academic school demonstrating best practice.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of the Explicit Instruction pedagogy practices to support student outcomes in literacy and numeracy. Strategic support provided by the APC&I in coaching and mentoring newer staff members with upskilling with the EI pedagogy.</p>
<p>COVID ILSP</p> <p>\$86,533.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy with a focus on comprehension. <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	113	125	129	121
Girls	120	136	133	136

Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.0	95.0	94.4	93.1
1	95.2	96.6	95.6	92.2
2	92.8	95.4	96.1	93.8
3	95.1	96.1	95.4	91.0
4	93.4	96.1	93.2	90.1
5	95.1	95.3	95.2	90.2
6	94.8	95.4	92.1	90.0
All Years	94.8	95.7	94.6	91.6
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)	3
Classroom Teacher(s)	9.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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	224,996
Revenue	3,023,114
Appropriation	2,851,127
Sale of Goods and Services	2,673
Grants and contributions	168,293
Investment income	1,020
Expenses	-2,952,821
Employee related	-2,497,354
Operating expenses	-455,467
Surplus / deficit for the year	70,293
Closing Balance	295,289

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	262,506
Equity Total	127,230
Equity - Aboriginal	19,503
Equity - Socio-economic	32,823
Equity - Language	2,400
Equity - Disability	72,504
Base Total	2,142,409
Base - Per Capita	66,202
Base - Location	0
Base - Other	2,076,207
Other Total	143,148
Grand Total	2,675,293

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

During 2022 the school conducted the Tell Them From Me Survey with students from year s 4-6, CSPS staff and parents .

STUDENT FEEDBACKA snapshot of this survey from students indicated:

- * 97% of our students believe schooling is useful in their everyday life and will help their future.
- * 96% of our students stated that they feel proud of their school.
- * 93% of our students stated they have positive behaviour at school.
- * 90% of our students stated that they try hard to succeed.
- * 100% of our Aboriginal students feel good about their culture.

TEACHER FEEDBACKA snapshot from our Teacher Surveys indicated:

- * 100% stated that they strongly agree or agree that they are proud to work at Charlestown South PS
- * 100% stated that they strongly agree or agree that they would recommend Charlestown South PS as a great place to work.
- * 100% stated that they strongly agree or agree that they enjoy working with the other staff member
- * 95% stated that they strongly agree or agree that times uncertainty they have other staff members to turn to for support
- * 100% stated that they strongly agree or agree that they look forward to continuing working at Charlestown South PS in the future
- * 90% stated that they strongly agree or agree that they receive appropriate recognition for their work and achievements
- * 100% stated that they strongly agree or agree that there is effective leadership and the school is well managed

PARENT FEEDBACKThere were 41 parents who left feedback to the question, 'Would you recommend Charlestown South PS to other parent?' A snapshot of this survey indicated that all of these parents would strongly recommend Charlestown South PS. Some of their responses are below:

-The school has an excellent culture

-An exceptional school led by an exceptional Principal, Assistant Principals and staff throughout the entire school. They appear to strive to support each other and put the children first. They are high achievers in almost every aspect including academic, creative, social and sporting. Communication is top notch and the kids are happy. The kids and parents appear keen to follow the lead to uphold the school's welcoming and high achieving nature.

-Outstanding learning environment with good communication, dedicated professionals teaching my kids with school and individual results to show for it.

-Explicit instruction learning. My daughter thrives from it. Great way to teach. Small inclusive school that everyone knows everyone. Very family orientated. My daughter feels safe and happy and she loves school

-Without a doubt. a small but amazing school, great teachers and a Principal that would clearly be one of the best in the state. An amazing person and a great leader. a truly great leader.

-The learning environment is secure and supported by all teachers, any individual issues are taken into account and supported by the staff and all are very approachable. The way and structure of learning is the best we have ever been involved in and is a credit to the Principal, teachers and all admin staff. Wish we could have come to this school a lot earlier!!

-Absolutely! The standard of academic instruction is second to none.

-A welcoming and inclusive school with staff committed to high achievement

-Because it is warm, welcoming, and provides a high quality education.

-It is warm, friendly and on the cutting edge of how best to teach and learn. They are lead by an incredible executive team with a wealth of knowledge, experience and passion for teaching and learning. I feel ridiculously blessed to have landed in this school zone.

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.