School context statement
Charlestown East Public School, with its experienced and caring staff, provides students with quality educational programs that prepare students for future demands and opportunities. In 2014 we operated 8 mainstream classes K-6 and 2 Multi-categorical classes for students with various learning needs including autism.

We encourage academic excellence in the essential skills of literacy and numeracy and the creative and productive use of technology. Our diverse and differentiated learning activities meet the individual needs of all students and promote engagement in deep and logical thinking, creativity and resourcefulness. Our quality programs provide an extensive range of educational, sporting and cultural experiences within the National Curriculum framework.

Our spacious grounds, complete with play equipment, peaceful areas and a covered outdoor area, provide an attractive environment. An advantage of our school’s location is that we can walk students to quality playing fields, Charlestown swimming centre, Flaggy Creek for environmental studies and Charlestown Square for performances. A recent addition to our school environment is a community use hall. This is extensively used as a space for dance, PE, sport, choir and dance performances and assemblies.

Our community of learners encompasses strong partnerships between home and school. We provide a warm and welcoming environment, encouraging parents and community members to be active participants in school activities and to have a valued input into the education of our students.

Our student well-being programs, in particular You Can Do It!, in collaboration with our school-developed Tree of Values program, foster our community’s values of respect, resilience, getting along, confidence and persistence. We offer a strong focus on the use of technology in all classrooms; an extensive creative arts program which includes a K-6 dance program, drama, visual arts, school musicals, a school choir, and senior participation in Star Struck; a highly successful K-6 public speaking program and senior debating teams; an inter-school chess competition; and a wide range of sporting opportunities including swimming, tennis, athletics, netball, football, rugby league and golf. All classrooms, the library and computer laboratory are equipped with the latest technology for learning, including interactive whiteboards and video-conferencing facilities. Staff and students have access to 'Mathletics' and other engaging interactive online programs. Charlestown East is an active member of the Whitebridge Community of Schools, which incorporates Whitebridge High School and all its partner primary schools. The benefits of this include: combined student activities; professional development; and transition to High School programs.

P. and C. Message
I would like to sincerely thank all the parents and members of school staff who attended and contributed to our meetings throughout 2014.

Our year was profitable, thanks to a focused committee and the on-going support of our fundraising efforts by the families and local community. I am very happy to say that our bank account is looking healthy and we are well on the way to achieving our current goal of purchasing outdoor fitness and playground equipment for our children. We were very excited to receive news during the last week of term 4, that we had been awarded a government grant to help realise this goal.

All of the P&C’s fundraising efforts are aimed at providing our children and school with additional resources, equipment and opportunities that would not exist without the money donated from the P&C.

A major service the P&C provide the school is the canteen. We are very fortunate to have a dedicated canteen committee that co-ordinate rosters, purchase stock and offer healthy,
nutritious food for our kids. A trip to the canteen is, for most children, their first independent experience to make a purchase without the assistance of their parents. This is an important learning opportunity and one that we must ensure continues through the on-going support of parents to volunteer in the canteen.

The thing that I admire most within the Charlestown East School community is the people who give freely of their time to do the small things, the behind the scenes work and the positive promotion of our school, the teachers and the achievements. This is done without need for recognition. I would like to thank each and every one of you.

I would encourage more parents to provide new ideas, get involved when and where you can spare some time and most importantly, continue to support our school. It’s a great school, and I am proud to be a part of it.

Tracey Baggs

P. and C. President

Student Representatives’ Message

For the student executive team, one of the highlights of our final year at Charlestown East was the Leadership Day in Sydney. We met lots of other school leaders and listened to talks from guest speakers Andy Griffiths the author, Bob Carr and Ita Buttrose.

On our Canberra excursion, which we shared with senior students at Charlestown Public School this year, we laid a wreath at the National War Memorial.

Our fundraising efforts this year helped to pay for the school’s wi-fi network which is now complete. We held discos and a mini fete, ran a book exchange and held a Subway fundraiser. We also raised money to donate to Stewart House and food and other items were collected and donated to the Samaritans.

The best things we did all year were to run the weekly assemblies and our school parliament sessions.

Sonny Bootland and Zane Walker (School Captains 2014)

for the Student Representative Team

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

After a few years of large cohorts in the senior years, this then dropped the total enrolment by 2011 with fewer students coming into kindergarten than graduating from Year 6. This trend has steadied in the last couple of years with numbers remaining just over the 200 mark and is likely to increase slightly over the next few years.

Student attendance profile

Student attendance rates have never been a concern at Charlestown East, with rates maintaining at equal to or better than State average.

Parents are asked to send an explanation of any student absence, whether through sickness or leave. Teachers and the principal monitor any concerns regarding attendance and speak with parents when appropriate. If any ongoing concerns are felt the district home school liaison officer is consulted for advice or direct contact with parents of students whose attendance rates are of concern.
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>9</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.522</td>
</tr>
<tr>
<td>Total</td>
<td>16.022</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are no Aboriginal personnel working at our school at present.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Professional learning was linked to the school’s targets of literacy, numeracy and student engagement.

Teacher professional learning funds were spent in areas of career development ($2 800); Welfare and equity for students ($1 370); school identified priorities ($2 520); the new Australian Curriculum implementation ($3 194). Together with funds taken from global school money the total professional learning represented an average of $600 per teacher.

As well, all teachers participated in 5 full day school development days: one at the beginning of Terms 1, 2 and 3 and two at the end of Term 4. Part of this time was spent on Child Protection updates, CPR and Emergency Care training and anaphylaxis online training.

We had in 2014 two new scheme teachers maintaining their accreditation at a Proficient level.

Beginning Teachers

One teacher was appointed to the school in 2014 as a first permanent appointment and was therefore deemed a beginning teacher. This teacher received an extra 2 hours per week of release time and a supervisor was released for one extra hour per week to support this teacher. The time was used by the teacher and the supervisor to plan and implement Individual Learning Plans for students and engage in meaningful professional learning appropriate for the teacher’s level of experience and teaching role at our school.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
</table>

**Income**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>83169.01</td>
</tr>
<tr>
<td>Global funds</td>
<td>129294.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>102593.39</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>95442.80</td>
</tr>
<tr>
<td>Interest</td>
<td>2579.68</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5110.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>418189.87</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Department</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>39898.28</td>
</tr>
<tr>
<td>Excursions</td>
<td>35693.98</td>
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<tr>
<td>Extracurricular dissections</td>
<td>29503.31</td>
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<tr>
<td>Library</td>
<td>2355.07</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>800.30</td>
</tr>
<tr>
<td>Tied funds</td>
<td>93236.53</td>
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<tr>
<td>Casual relief teachers</td>
<td>55787.09</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>36702.73</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2014 financial statement is tabled at the annual general meeting of the P and C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Academic achievements**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

Alternatively:

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
Percentage in bands:
Year 3 Writing

Percentage in bands:
Year 3 Numeracy

Percentage in bands:
Year 3 Grammar & Punctuation

Percentage in bands:
Year 5 Reading

NAPLAN Year 3 - Numeracy

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 5 - Numeracy

Percentage in bands:
Year 5 Spelling

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 5 Numeracy

Average progress in Reading between Year 3 and 5
Other achievements

Arts

Once again this year we continued with our “Dance To Be Fit” lessons each week in Term 2 with each class learning a themed dance in an aerobic style. There was no major concert this year (held every 2 years) but a demonstration performance was showcased for parents and community during Education Week.

We continue to be supporters of, and participants in, Star Struck, the Regional public schools’ performing arts spectacular staged at the Newcastle Entertainment Centre in June.

One group of 16 dancers was entered in this year’s show “Magic Happens”. They performed in 2 dances and the finale.

Once again we participated in “Raw Art” with a specialist teacher workshopping each class over a few days in different art media. A further initiative in visual arts education this year was our participation in a “Face In An Urban Landscape” public primary and secondary school initiative. Six students from our school were selected to exhibit their entry at C Studios Newcastle at the launch. One student, Colby Donaldson, had his piece chosen to go on the cover of the advertising flyer for the evening.

Sport

At Charlestown East we continue to run programs of sport activity that promote inclusivity and sportsmanship at all levels, with an emphasis on enjoyment, fairness and skill development.

We also create and promote opportunities for a number of talented sportspersons to develop and challenge their skills in their chosen sports and to compete at high levels beyond school.

Highlights of 2014 include:
• Our annual swimming and athletics carnivals, gala days, the locally organised Charlestown Cup sports activities for students in Years 3 and 4, Macquarie Cup Soccer and Netball.
• PSSA Knockout Netball, boys and girls Cricket and Soccer.
• Swimming School and water safety programs.

The following students represented our school at State level:
• Netball – Rosie Hoad
• Athletics (junior girls’ relay) – Brydie Hoad, Hayley Craig, Coco Hubber, Charlee Cooper and Ella Hoad (reserve).

Academic Competitions

The school’s P. and C. continued to sponsor all Year 5 and Year 6 students to participate in the UNSW Australasian English and Mathematics competitions. All students in Years 3 to 6 are also invited to participate in these and the other competitions of Computer Skills, Spelling, Writing and Science.

Our 2014 results were:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Distinctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
<td>1 Distinction</td>
</tr>
<tr>
<td>Mathematics</td>
<td>12</td>
<td>1 Distinction</td>
</tr>
</tbody>
</table>
At CEPS the skills required to investigate and understand issues of environmental sustainability are taught. Students are actively involved in a program to improve sustainability at our school by looking at waste and water management, energy efficiency and growing our own food organically.

Waste- Students are taught to recycle rubbish with the three bin system, red for non recyclables, green for green waste such as prunings and lawn clippings, (fruit and vegetable scraps go to feed the worm farms) and yellow for paper and cardboard waste. Students also participate in workshops run by LMCC and a SOLO representative talks to the students about their service and how they can help at home and at school. Video clips from Cool Australia website are also shown at Monday assemblies to further bring home the message about how to reduce, reuse and recycle waste. Parents are also given ideas how they can do the same. Clean Up Australia Day and the following audit allows students to examine rubbish to determine where it comes from, who may have put it there and how we can reduce waste.

Water- Similarly students are taught the importance of water as the most valuable resource on earth and how they can help conserve water both at home and at school. Some Stage 2 students with the help of parents and teachers, made a short film and entered it into the Water Wise Competition and they were awarded a prize of $1000. There are 2 water tanks which collect rain water from the roofs of buildings. This water is used to flush toilets in the hall and used to water the plants in the vegie gardens. Trigger nozzles are used on hoses and gardens are mulched to hold in the moisture. Water conservation video clips are also shown at assemblies. A water audit identified that water was being wasted and more efficient use of water at school was necessary. This would also help save money and reduce water consumption, our most valuable resource.

Energy conservation is promoted similarly at assemblies and in the classroom. Students discuss how they can conserve energy at school and at home. They are reminded to turn lights, fans and air conditioners off when leaving rooms and energy audits are conducted. Power saving recommendations such as solar power installation is not feasible.

The opportunity to participate and learn from organic gardening is a feature of our school. Students are involved in the selection, planting, maintaining and harvesting of winter and summer crops. The produce is sold to the school community and any monies made are channelled back into the garden. Some of the produce is also used in cooking. Companion planting helps reduce pests and worm castings are collected and used to fertilise the garden beds. Teaching
students about growing their own food is a further way to help reduce our carbon footprint.

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

Our Personalised Learning Plans for Aboriginal students were organised and reviewed once again for each of our Aboriginal students. Aboriginal perspectives are part of the teaching and learning experiences throughout the school and continue to compliment many parts of the K-6 program, especially in Human Society studies.

Our Aboriginal students continue to be actively involved in presenting the acknowledgement of country at each Monday afternoon assembly on a rotating roster. Charlestown East students were supportive in their celebrations of NAIDOC week and many NAIDOC stationery packs were purchased. These funds support ongoing Aboriginal Education initiatives.

To complement the History unit called The Past In The Present – The First Australians, Stage 1 students visited the local Awabakal Environmental Education Centre in March and were led by an elder who enlightened the students with appropriate lessons in Aboriginal culture.

The whole school was involved in a Doing Things Together session organised in peer support groups where activities are set up in each classroom and team leaders from Year 6 bring their K-6 team members to visit and participate in activities. This year the theme was Aboriginal Education.

**Multicultural education and anti-racism**

In order to develop the knowledge, skills and attitudes for students to participate in a culturally diverse society, the school maintains a focus on multicultural education in all areas of the curriculum by providing a multicultural perspective in units of work where appropriate.

The school does not tolerate racism in any form and has an Anti-Racism Contact Officer (ARCO) who is trained to deal with issues related to this area.

To celebrate Harmony Day students in all classes traced and decorated cardboard hands with messages of celebrating difference and tolerance. These were displayed in the school hall for all to see and read.

**Aboriginal background**

The school received a small amount of money for Equity funding for students of Aboriginal background. This funding is used to ensure that all Aboriginal students are engaged in quality teaching and learning programs. This was partly spent in ensuring individual PLPs were developed for each of the Aboriginal students. Funds were also allocated to purchase Yarning Strong together with the 2015 funds. This is an engaging program to enhance whole school knowledge of Aboriginal cultural issues.

**Socio-economic background**

Funding was provided in this area to ensure all students had access to a wide range of curriculum learning experiences. This included excursions, performances, sporting and cultural events as well as classroom activities.
Learning and Support

Professional learning for teachers in the Nationally Consistent Collection of Data allowed teachers to assist in identifying and recording adjustments made to meet all student learning needs. The school participated in the trial of this initiative before it becomes compulsory in 2015.

A number of students received support from a School Learning Support Officer and a Learning and Support Teacher throughout the year. Adjustments to lessons, support for the student and the teacher in the classroom and working with small groups of students on MultiLit and MiniLit remedial literacy programs were some of the initiatives employed this year.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:
- Surveying parents, staff and students
- Analysis of NAPLAN and other data
- Staff evaluations of programs

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

Increased levels of reading achievement for every student.

Evidence of achievement of outcomes in 2014:
- 83% of K and Year 1 students and 80% of Year 2 students achieve age appropriate Reading Recovery levels.
- 54% of students achieved greater than expected growth in reading in Year 5. This compares to 40% in 2013. The average scaled score growth for State was 78.4, our school achieved 81.1.
- 55.6% of Year 7 students achieved greater than expected growth in reading. This compared to 41.2% in 2013. The average scaled score growth for State was 49.1, our school achieved 50.1.
- The percentage of Year 3 students achieving above National Minimum Standard in reading was 82%, our target was 90%.
- 52% of Year 3 students achieved in the top 2 bands in NAPLAN reading, our target was 45%.
- The percentage of Year 5 students achieving above National Minimum Standard in reading was 81%, our target was 75%.
- 31% of Year 5 students achieved in the top 2 bands in NAPLAN reading, our target was 30%.

Strategies to achieve these outcomes in 2014

- Continuing to promote Accelerated Literacy in Years 2-6.
- Continuing to make accessible to all students the interactive reading program “Reading Eggs” both at school and at home.
- Learning and Support teacher continuing to support teachers to improve literacy levels of students below accepted levels, through the use of MultiLit and MiniLit programs.
- Teacher was released to use L3 techniques to give concentrated support for some students in Kinder and Year 1.
- Using NAPLAN Smart data to analyse trends in assessment and adjusting teaching and learning accordingly.

School priority 2

Numeracy

Outcomes from 2012–2014

Increased levels of numeracy achievement for every student.

Evidence of progress towards outcomes in 2014:
- 80% of K-Year 2 students achieved age appropriate numeracy outcomes based on Best Start numeracy data and teacher assessments.
• 67.7% of Year 5 students achieved greater than expected growth in NAPLAN numeracy, compared to 50% in 2013. The average scaled score growth for State was 88.7, our school achieved 101.1.
• 63% of Year 7 students achieved higher than expected growth in numeracy, compared to 65% in 2013. The average scaled score growth for State was 53.1, our school achieved 53.8.
• The percentage of Year 3 students achieving above National Minimum Standard in numeracy was 82%, our target was 90%.
• 37% of Year 3 students achieved in the top 2 bands in NAPLAN numeracy, our target was 50%.
• The percentage of Year 5 students achieving above National Minimum Standard in numeracy was 97%, our target was 90%.
• 31% of Year 5 students achieved in the top 2 bands in NAPLAN numeracy, our target was 30%.

Strategies to achieve these outcomes in 2014:
• Continuing to refine the use of interactive program Mathletics in class and at home to enhance numeracy skills in students.
• Dedicating more time to specifically target problem solving and thinking mathematically.
• Incorporating environmental maths across KLAs by using more hands-on lessons for measurement.
• Using NAPLAN Smart data to analyse trends in assessment and adjusting teaching and learning accordingly.

School priority 3
Student Engagement
Outcomes from 2012–2014
All students will be given a wide range of opportunities to fulfil their potential in different areas.

Evidence of progress towards outcomes in 2014:

• Staff more confident with use of emerging technologies in education.
• Students engaged in meaningful learning differentiated to their capabilities.
• Values education is embedded in the curriculum.

Strategies to achieve these outcomes in 2014:
• Use of Pirozzo learning grids in classrooms to cater for various learning strengths and preferences in students.
• Student learning is enhanced through peer teaching where appropriate.
• Aboriginal cultural issues are embedded in cross curriculum areas where appropriate.
• Doing Things Together sessions and peer support activities are part of school culture, as is our own Tree of Values initiative.
• Wireless internet connection is achievable right across the school and banks of lap tops enhance technology learning.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents were surveyed regarding their top 5 most important areas of learning for their children. Apart from Competency in reading (76%) and proficiency in mathematics (68%), the top priorities parents listed were:

• Social skills (e.g., Teamwork, resilience, values) – 62%
• Proficiency in computer technology – 53%
• Public Speaking skills – 44%.

Regarding general satisfaction in the school, parents, teachers and students were surveyed with the following trends:

• 100% of parents agreed or strongly agreed that this is an attractive, well-resourced school which is tolerant and accepting of all students.
- 92% of parents agreed or strongly agreed they are happy with the opportunities the school provides and is a safe and happy place for their child/ren.
- 96% of parents believed that this is a school where families are invited and encouraged to be involved in the classroom and school activities and 88% believe that positive relationships exist between the school and the community.
- 93% of students reported they really like going to school each day and feel they are a success as a student, with 97% believing their teachers are fair in their dealings with them.
- 94% of students are happy that other students accept them as they are, with 88% believing they know hope to cope with school life.
- 100% of staff believe the school is a happy and safe place for students where a wide range of extra curricula opportunities are offered but with a focus on literacy and numeracy.
- Some of the best aspects of the school noted by parents and teachers were the concerts and other performances, the great community-organised athletics carnival we run, and the volunteers we get in the school for class and playground initiatives.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The 3 Strategic Directions for the school plan 2015-17 and their purposes are:

1. Develop consistent, quality educational practices which enable students to reach their potential in Literacy and Numeracy.
   
   Purpose: The teaching and learning of Literacy and Numeracy skills is at the core of our business. High levels of engagement, instilling in students the desire to keep improving and learning new skills while catering for individual needs and differences, will be the basis of all planning in this area. The teaching, learning and leading in our school, in these core areas, will have this goal as its focus.

2. Implement whole school practices to inspire life-long learning in students who are highly engaged, intellectually curious and socially responsible citizens.
   
   Purpose: The Melbourne Declaration on Educational Goals for Young Australians states that our students have a right to become successful learners, confident and creative individuals, and active and informed citizens. The teaching, learning and leading in our school, across a wide range of the curriculum, will have this goal as its focus.

3. Continue to cultivate the collaborative process within the Whitebridge Community of Schools (WCoS) so as to enhance the quality of teaching, learning and leadership.
   
   Purpose: To ensure learning for all students across the WCoS is continuous K-12, and is based on quality educational delivery and consistent, high standards and shared professional practices. To engage in meaningful shared learning experiences through a collaborative approach.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Neil Sneddon  
Principal

Kate Highland  
Assistant Principal

Drew Janetzki  
Assistant Principal

Lisa Skaug  
Teacher

Tracey Baggs  
P. and C. President

Nicole Boswell  
School Administration Manager
School contact information
Charlestown East Public School
90 James Street
Charlestown NSW 2290
Ph: 0249 435173
Fax: 0249 422575
Email: charlestoe-p.school@det.nsw.edu.au
Web: www.charlestoe-p.schools.nsw.edu.au
School Code: 4194

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: