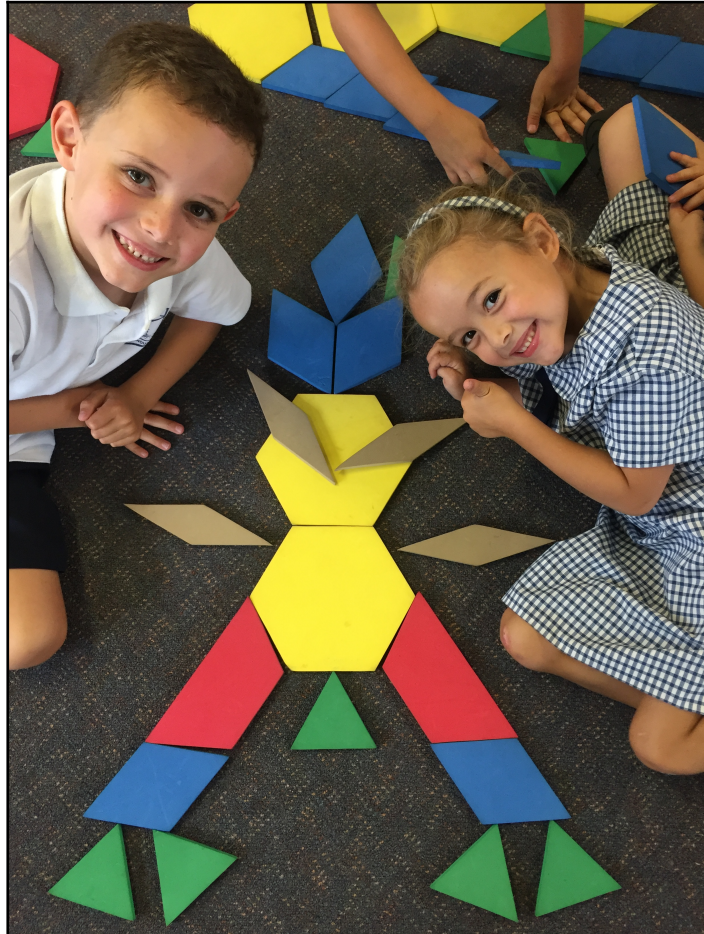


Castle Cove Public School

Annual Report



2016



3919

Introduction

The Annual Report for **2016** is provided to the community of **Castle Cove 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 school 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.

Jeanette Cope

Principal

School contact details

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9417 1039

Message from the Principal

Castle Cove Public School, founded in 1952, is located in a quiet, leafy suburb situated on a peninsula on the north shore of Sydney. The school environment is warm and welcoming with well-resourced learning areas, spacious grounds and excellent sporting facilities.

Our enrolment numbers this year were 464 on census date and comprised 244 boys and 220 girls. We enjoy the diversity that a range of ethnic backgrounds brings and are proud of the harmony that exists across the school community.

Castle Cove enjoys a strong reputation through high academic results and a commitment to the development of values and life-long learning skills in our students. At Castle Cove we value and appreciate a rich and stimulating learning environment where students can feel safe, valued and respected. Our students are enthusiastic about and engaged in their learning and strive to be the best person they can be. We offer high quality learning programs that are differentiated to meet the needs of all students. Our enthusiastic and dedicated staff members embrace continual development of their professional practice. We greatly appreciate a high level of parental support through active involvement in classrooms and contribution of skills and expertise to other areas of school life.

Each term students have engaged with our learning programs and school initiatives, striving to achieve their best, meeting daily challenges with effort and enthusiasm. Achieving their personal best at either a team or individual level has resulted in recognition for many students in the academic areas and in other areas such as sport, public speaking, debating, Robotics, music, choir, dance and chess, to name a few.

This year has seen into our school, the implementation by the Department of a new technology solution known as LMBR (Learning Business and Management Reform). This solution now sees the integration of finance, student administration, student well-being and management, and human resource functions for schools. I would like to acknowledge and thank our amazing office team who gave "above and beyond" during months of extensive training and in meeting the significant challenges that goes with such a major overhaul of systems.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Jeanette Cope

School background

School vision statement

Castle Cove Public School promotes a vibrant, inclusive learning community with a culture of excellence which builds all students' strengths and capabilities, preparing them to meet the challenges of a rapidly changing world. We aim to develop in our students the ability to act with integrity and to thrive emotionally, mentally, spiritually and physically.

School context

Castle Cove Public School, founded in 1952, is located in a quiet, leafy suburb situated on a peninsula on the north shore of Sydney. The school environment is warm and welcoming with well-resourced learning areas, spacious grounds and excellent sporting facilities.

With enrolment numbers nearing 500, the school enjoys the diversity that a range of ethnic backgrounds brings and are proud of the harmony that exists across the school community.

Castle Cove community values and appreciates a rich and stimulating learning environment where students can feel safe, valued and respected. The school has a deep commitment to the development of values and life-long learning skills in our students. High quality learning programs are differentiated to meet the needs of all students who are enthusiastic about and engaged in their learning. Staff members embrace continual development of their professional practice. The school greatly appreciates a high level of parental support through active involvement in classrooms and contribution of skills and expertise to other areas of school life.

Castle Cove PS is a member of the North Harbour Learning Community along with Chatswood PS, Mowbray PS and Chatswood HS. As a community of schools, the sharing of resources, educational, leadership and welfare practices of each school, ultimately benefits students, families and staff of each school across all areas of operation.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the domains of Teaching and Learning, the school's on-balance judgement is Sustaining and Growing. There is demonstrated commitment with the school community to strengthen and deliver on school learning priorities. There are systematic policies, programs and processes to identify and address student learning needs. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Further directions will involve the leadership team feeding back to the community on student performance data and using data to inform key decisions.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Educational Practices

Purpose

Strategic Direction 1: Delivering high impact, evidence based educational practices across our school.

Purpose: To develop highly accomplished teachers and to ensure the best educational outcomes for every child.

Overall summary of progress

At the end of 2015, a focus group of four teachers attended a two-day conference, Embedding Formative Assessment , with Dylan Wiliam. This gave us direction for a whole-staff, two year professional development undertaking in Assessment for Learning (AfL). In the first half of the year, there were some delays in delivering planned workshops which extended the estimated time frame for the program, however, this has allowed staff to gain a deeper understanding of aspects which make the case for AfL and more time to become familiar with the 5 strategies of formative assessment explored in the program.

Teachers who undertook training in TEN (Targeting Early Numeracy) and TOWN (Taking Off With Numeracy) in 2015 have consolidated skills and understandings over this year while professional learning was offered to staff who had not yet participated in any training for either program.

Working with "I Can" statements have seen teachers develop greater familiarity with the Literacy Continuum and collegial discussions have offered opportunities to develop consistency in teacher judgement when assessing student performance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All mainstream students achieve growth equivalent to at least 1 year over a 12 month period.	Teaching staff participated in the year-long TEN and TOWN training courses. These programs have developed teachers' skills in and understanding of diagnostic assessment of students' numeracy strategies. This enabled all students to be more accurately tracked using the K-6 Numeracy Continuum. Incorporating TEN & TOWN programs in the classrooms has assisted teachers in offering more differentiated Mathematics programs to their students.	Funds provided to release teachers to attend training and observations – \$5520 Resources purchased to complement program \$1326
Gap between performance of lower achieving students and grade level proficiency is narrowed	Data from the Numeracy Continuum demonstrated a narrowing of the performance gap for lower achieving students in Numeracy.	
Formative Assessment practices are visible in every classroom and teaching program.	All staff attended training of Workshop 1, completed online training individually and have begun to work in focus groups to develop awareness of embedding the strategies into classroom practice.	Purchase of Dylan Wiliam's Training Materials – \$560
Students can readily articulate their learning goals, and their progress over time.	Literacy Continuum "I Can" Statements have been introduced into classrooms in a variety of forms. Students have been engaged in identifying, negotiating and selecting their own target areas/goals. There has been a notable increase of collegial sharing of how best to engage their students in this practice.	
Teachers express confidence and demonstrate expertise in using formative assessment practices.	As training continues, teachers meet each month to share and express their ideas with greater confidence.	

Next Steps

Staff continue to learn, assess and evaluate their educational practices of embedding formative assessment strategies following Dylan Wiliam's model. This remains a focus for professional development throughout 2017.

The TEN and TOWN programs will continue to operate in classrooms and training will be offered for teachers new to the school next year. With the programs in their second year at CCPS, whole school data will be collated by the Numeracy Team around student achievement as part of a review to assess trends in student achievement.

Strategic Direction 2

Balanced & Engaging Curriculum

Purpose

Strategic Direction 2: Providing a balanced, well-structured and resourced curriculum that engages all learners.

Purpose: To ensure all students learn successfully across all curriculum areas, are productive users of technology and have the knowledge and essential skills to problem solve and participate confidently in school life.

Overall summary of progress

All teachers have been provided with collaborative opportunities to observe and develop effective classroom practice that engages all learners. Early 2016, all staff undertook a 2-day intensive Peer Coaching course to develop effective skills in peer observation, as well as providing appropriate feedback to colleagues about their practice. This links to teachers' annual Professional Development Plans which outline goal setting to improve knowledge, skills and practice, reflect on growth and align with aspects of the Quality Teaching Model.

The school is progressing well in its provision of learning programs which have a real-world significance for students. Examples include The Cardboard Challenge, Kidpreneur, ChatsFest, Tutti Concert and Project Based Learning (PBL).

During the TEN and TOWN implementation, the school undertook a resources audit and ensured all classrooms and learning areas were well-resourced to promote student and teacher engagement in providing a quality education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers demonstrate expertise in planning for the needs of individual students so that all students achieve maximum growth along their learning continuum.	Teachers completed assessments and implemented targeted interventions for numeracy. This allowed teachers and executives to use assessment data, track student progress and plan for future teaching in a meaningful way.	TEN and TOWN – teacher release and resources purchased. \$3 280
Teachers express confidence in their understanding of the curriculum.	All staff undertook training in the new History and Geography curriculum. In addition, the school created updated scope and sequences for all subject areas.	Teachers attended professional development courses. Resources purchased to create classroom kits for field work. Online tools and other resources were purchased to complement the History curriculum. \$1 572
Differentiated teaching practices are visible in every classroom and teaching program.	Whole-school focus on Gifted and Talented Student (GATS) to identify and cater for specific needs. Teachers equipped with strategies and theory to improve differentiation for all students.	<ul style="list-style-type: none">• AGAT testing for Yrs 1–5• Teacher, student and parent surveys to identify GATS.• TEN and TOWN

Next Steps

In 2017, teachers will trial the new whole-school scope and sequences for History and Geography. Evaluation of this scope and sequence to be completed by the end of a two year cycle (2018). TEN and TOWN remains a focus in all classrooms and new 2017 staff to be trained in the programs. Documentation of differentiation in writing evident in all teaching programs. Teachers to be developed in their understanding of Learning Intentions, differentiated learning spaces and linking programs directly to the K–6 Literacy continuum.

Strategic Direction 3

Promoting Student Well-Being.

Purpose

Strategic Direction 3: Developing a school culture which promotes physical, mental and emotional well-being.

Purpose: To develop healthy, resilient, responsible and proactive students with skills to achieve goals, cope with change and setback, and build strong and respectful relationships.

Overall summary of progress

The school believes that having a holistic social/emotional well-being program underpins success and positivity in physical and academic domains. Introducing the language of BOUNCE Back across the school has impacted the effectiveness of student relationships and their sense of self.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers' program documents include evidence of ongoing, explicit teaching and learning of social and emotional skills that underpin well-being and resilience.	BOUNCE Back lessons have been explicitly taught to students in all classes by their home class teacher rather than in peer groups with an assigned teacher. This developed after staff evaluation of the program from 2015 showed that teachers felt they did not know how their students were responding. Each term has a focus topic for all grades.	Purchased BOUNCE Back Teacher Resources. \$650
Data on Sentral shows a decrease in the number of incidents where students required support and counselling.	Fewer incidents are reported on Sentral this year which has the staff optimistic that the school's initiatives are having a positive effect on student relationships. Staff to follow welfare and anti-bullying procedures when necessary.	
Qualitative feedback gathered from students indicates greater skill in managing conflict, sadness and adversity.	Students completed the Tell Them From Me survey to inform staff on their thoughts, feelings and opinions reflecting their wellbeing.	

Next Steps

- Continue to teach the BOUNCE Back program across K-6. Staff to review its impact again at the end of 2017.
- School to obtain sufficient copies of texts utilised during the teaching of BOUNCE Back.
- Continue to track incidents student welfare on Sentral, with grade supervisors to be notified of any incidents. Executive team and LST will examine trends of behaviour.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Our students with indigenous backgrounds each have a Personal Learning Pathway (PLP) created for them in collaboration with their parents and the school's Learning and Support Teacher. The PLP attends to any individual learning, social and emotional needs and goal-setting for learning.. Funds are expended in the form of additional staff and resources to meet set goals. PLPs are reviewed twice each year..	\$1803.00
English language proficiency	35% of the students at the school are from non-English speaking backgrounds. An English as an Additional Language/Dialect (EAL/D) teacher is allocated to the school 2 days each week to support these students in the classroom and in social settings. Funds are used to employ an additional teacher one day each week for these purposes and to provide resources to enhance students' attainment of the English language.	\$15000.00
Low level adjustment for disability	Teachers are provided with release to collaboratively develop and review Individual Education Plans (IEPs) for identified students. Funds are expended to employ a number of Student Learning and Support Officers who provide aid in the classrooms where students require adjustments to learning programs and other support.	\$18461.00
Quality Teaching, Successful Students (QTSS)	The school was granted a staffing entitlement for 2016. This provided opportunities for teacher release for purposes of mentoring, classroom observations and additional professional learning for beginning teachers.	0.18 FTE staffing entitlement
Socio-economic background	Students from low socio-economic backgrounds were provided with practical support to ensure each student has access to learning and activities on the same basis as others in their cohort. This included provision of school materials and textbooks, excursions and other fee-paying programs.	\$2267.00

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	239	241	256	243
Girls	242	249	232	216

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.7	96.5	96	96.7
1	96.2	97.1	93.4	95.2
2	95.5	96.1	95.3	95.9
3	96.4	95.9	95.8	96.4
4	96.2	96.7	95.9	96.2
5	95.9	97.1	95.6	96.2
6	95.7	93.7	95.2	97
All Years	96.1	96.3	95.3	96.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.56
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher of ESL	0.4
School Administration & Support Staff	3.78
Other Positions	1.18

*Full Time Equivalent

In 2016, no teaching staff at Castle Cove Public School identified as being Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	82
Postgraduate degree	18

Professional learning and teacher accreditation

The school receives funds from the DoE to provide for teacher release from class and course fees. The amount of funding is based on the number of permanent staff at the school. Additional funding comes from the DoE to support development of beginning teachers and the school also provides further discretionary funding. Thirty teachers participated in professional learning over the year at a cost of \$41 596 (average of \$1386 per teacher).

Professional learning is related to areas identified in the school management plan, teachers' own Performance & Development Plans (PDP) and DoE target areas. Professional Learning is provided through weekly professional learning meetings, staff development days, online and external courses. Some of the training and professional development included: mandatory training such as CPR and Anaphylaxis; training staff on the new Geography Curriculum; TEN and TOWN Training; Assessment for Learning training; Behaviour course

(online); and 2–day intensive Peer Coaching course.

In 2016, Castle Cove PS had 5 teachers working towards accreditation with the NSW Institute of Teachers. 6 teachers were maintaining their accreditation and 4 teachers were completing their 5 year cycle of maintenance at the proficiency level. In addition, aspiring leaders have been participating in professional learning and practical experience to build their leadership capacity.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	0.00
Global funds	322 142.43
Tied funds	170 906.17
School & community sources	341 999.83
Interest	11 254.94
Trust receipts	119 465.50
Canteen	0.00
Total income	1 733 687.44
Expenditure	
Teaching & learning	
Key learning areas	113 165.83
Excursions	32 512.21
Extracurricular dissections	141 570.45
Library	4 788.72
Training & development	1 587.94
Tied funds	112 647.35
Short term relief	66 445.91
Administration & office	96 246.40
School-operated canteen	0.00
Utilities	34 433.04
Maintenance	20 773.01
Trust accounts	120 848.56
Capital programs	50 000.00
Total expenditure	795 019.42
Balance carried forward	938 668.02

The information provided in the financial summary includes reporting from 5 September to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 275 557.19
(2a) Appropriation	966 730.81
(2b) Sale of Goods and Services	823.13
(2c) Grants and Contributions	305 042.83
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 960.42
Expenses	-350 118.00
Recurrent Expenses	-350 118.00
(3a) Employee Related	-133 877.67
(3b) Operating Expenses	-216 240.33
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	925 439.19
Balance Carried Forward	925 439.19

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 866 903.27
Base Per Capita	26 408.32
Base Location	0.00
Other Base	2 840 494.95
Equity Total	143 149.99
Equity Aboriginal	1 803.37
Equity Socio economic	2 267.46
Equity Language	69 607.71
Equity Disability	69 471.44
Targeted Total	25 059.99
Other Total	162 632.59
Grand Total	3 197 745.84

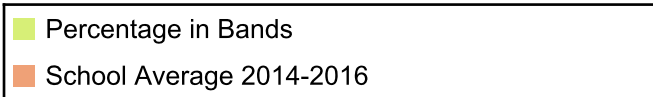
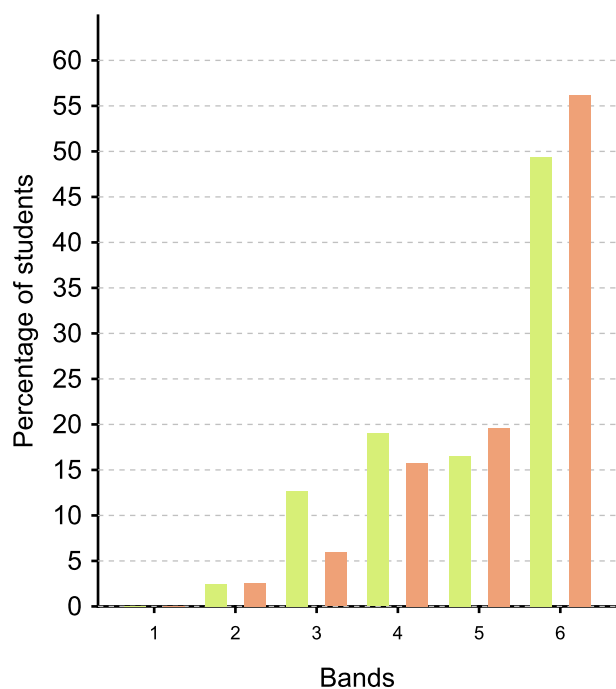
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

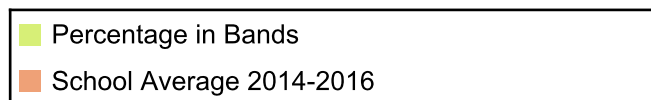
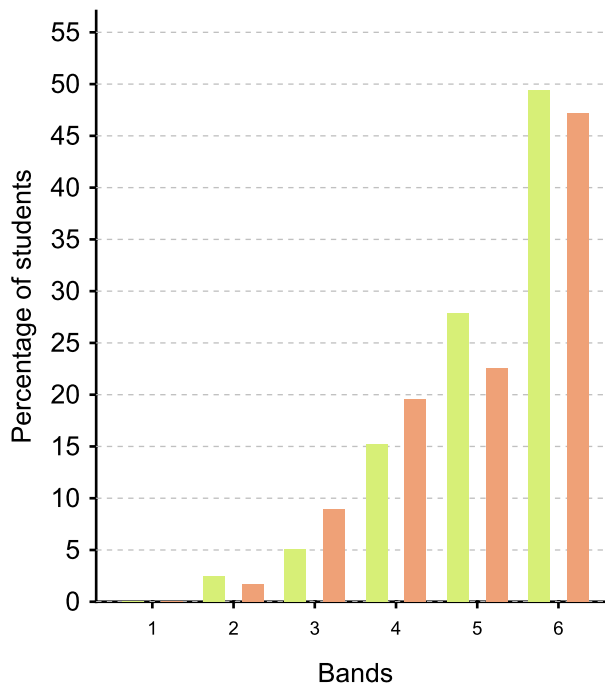
NAPLAN

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.

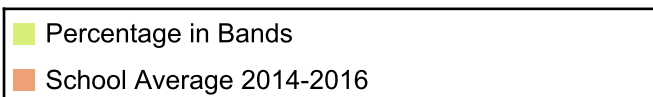
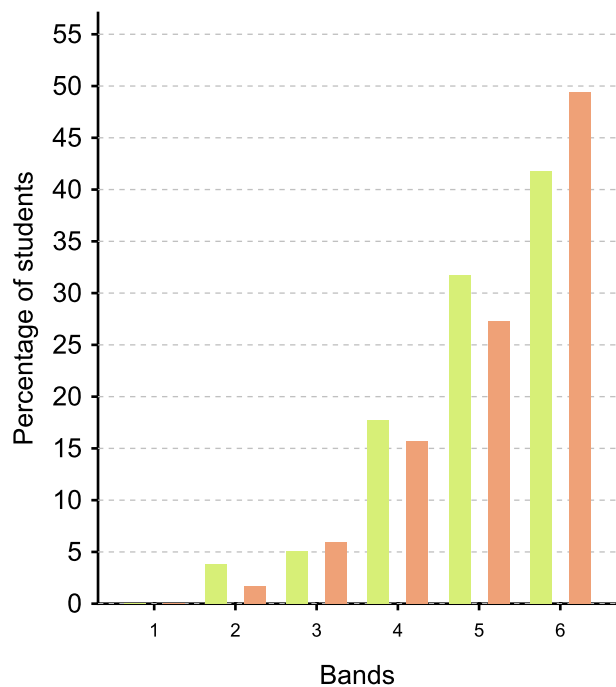
Percentage in bands:
Year 3 Grammar & Punctuation



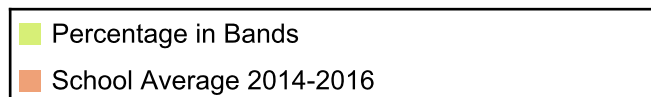
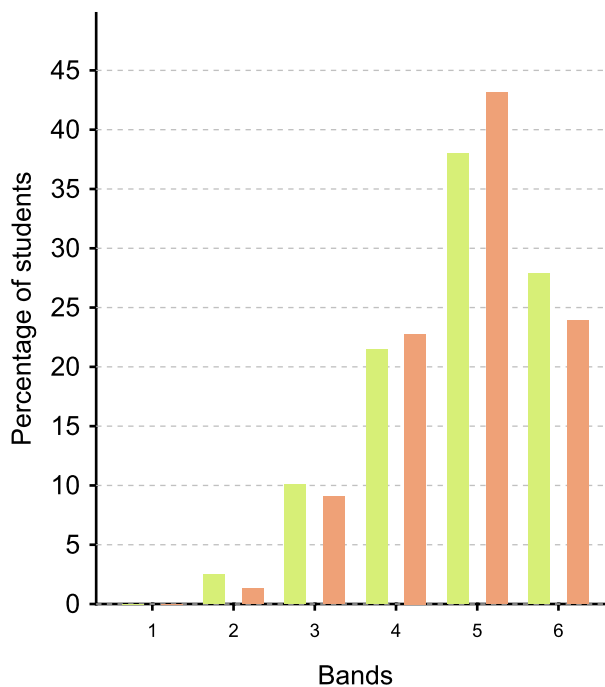
Percentage in bands:
Year 3 Spelling



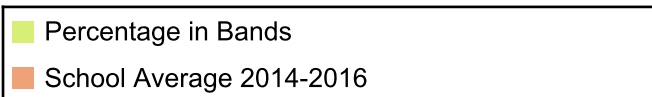
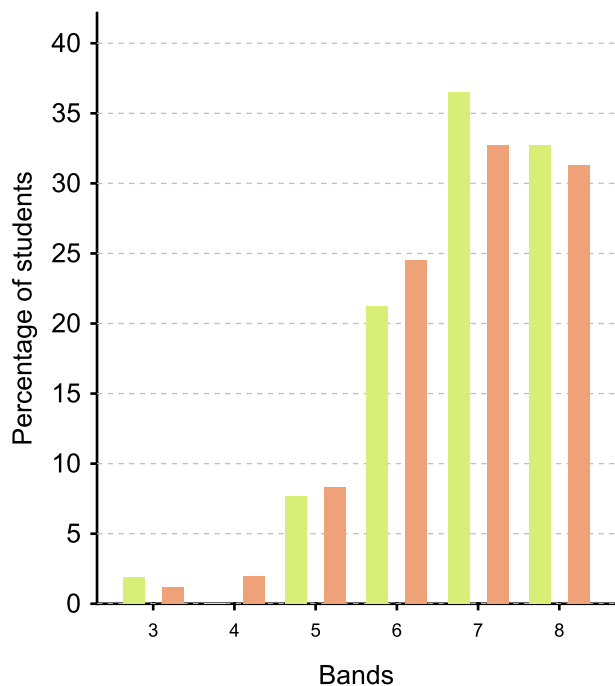
Percentage in bands:
Year 3 Reading



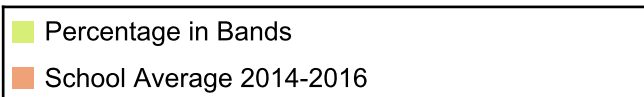
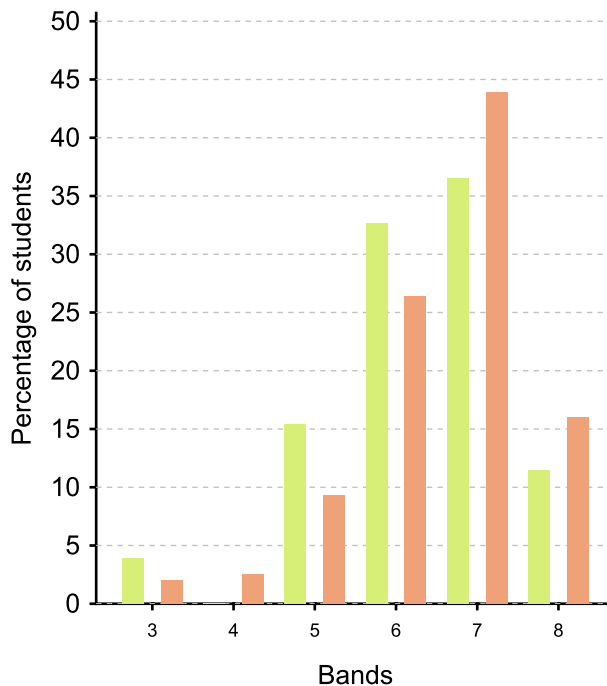
Percentage in bands:
Year 3 Writing



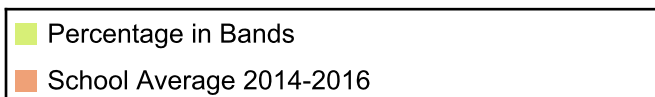
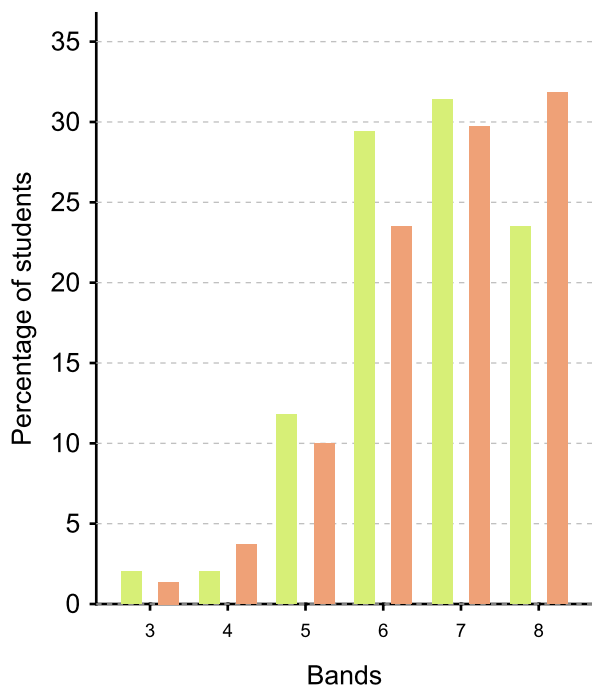
Percentage in bands:
Year 5 Grammar & Punctuation



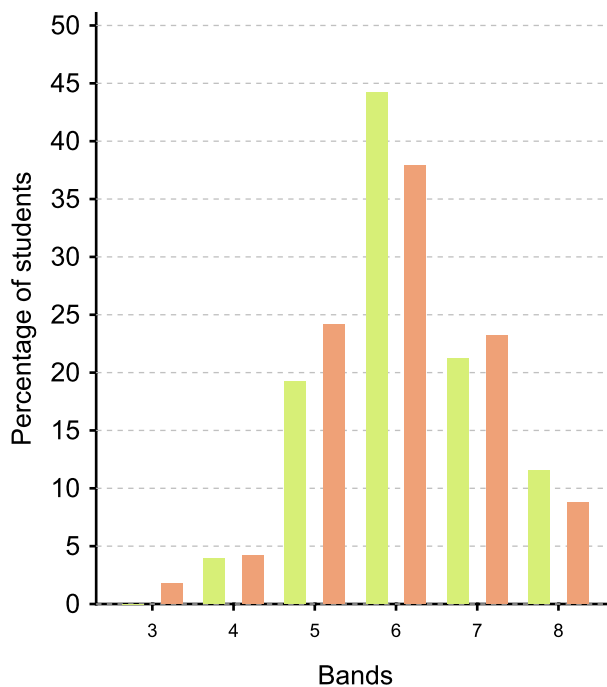
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

In 2016 Castle Cove Public School took part in the *Tell Them From Me* Surveys. Students were surveyed from Grades 4–6 and a total of 158 students participated.

SOCIAL-EMOTIONAL OUTCOMES

Student participation in extracurricular activities:

Students take part in art, drama, or music groups; extracurricular school activities; or a school committee.

Students exceeded Government norms in extracurricular activities. 65% of students in the school had high rate of participation in extracurricular activities. The NSW Govt norm for these years is 55%.

- 75% of the girls and 55% of the boys in this school had a high rate of participation in Extracurricular activities. The NSW Govt norm for girls is 66% and for boys is 44%.

Student participation in school sports:

Students play sports with an instructor at school, other than in a gym class.

- 82% of students in this school had a high rate of Participation in Sports. The NSW Govt norm for these years is 83%.
- 79% of the girls and 86% of the boys in this school had a high rate of Participation in Sports. The NSW Govt norm for girls is 82% and for boys is 84%.

Students with a positive sense of belonging:

Students feel accepted and valued by their peers and by others at their school.

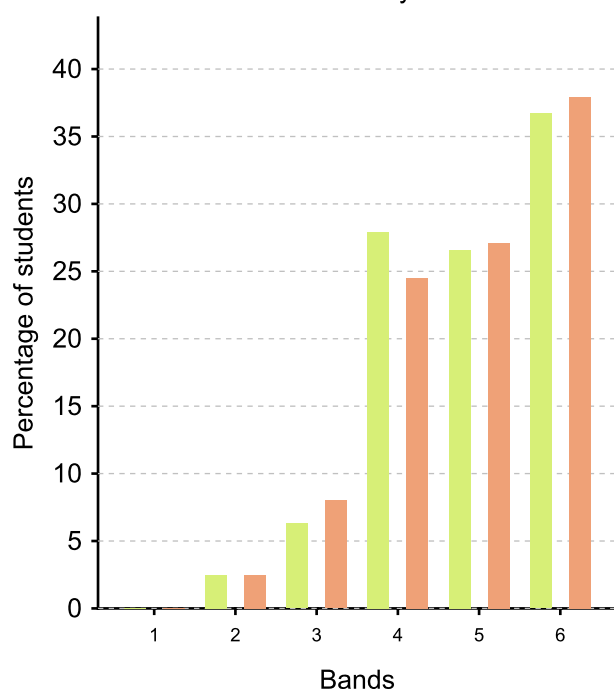
- 80% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 81%.
- 83% of the girls and 77% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.

Students with positive relationships:

Students have friends at school they can trust and who encourage them to make positive choices.

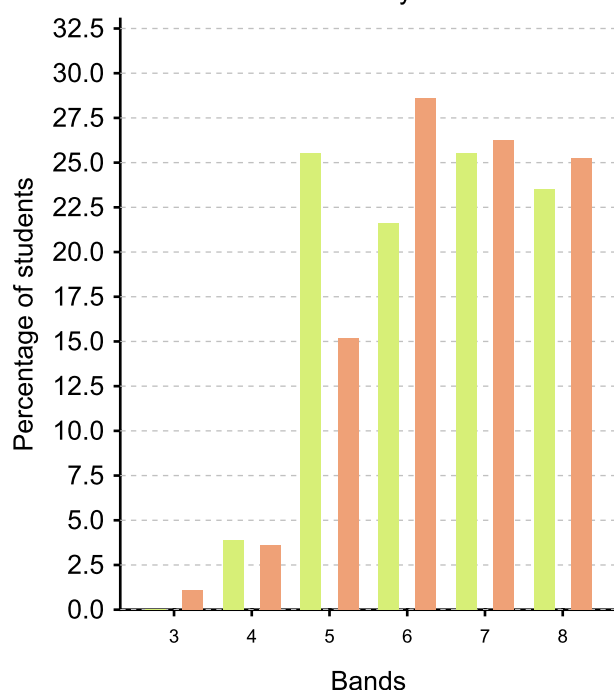
- In this school, 86% of students had positive relationships. The NSW Govt norm for these years is 85%.
- 90% of the girls and 82% of the boys in this school had positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Students that value schooling outcomes:

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 94% of students in this school valued School Outcomes. The NSW Govt norm for these years is 96%.
- 98% of the girls and 91% of the boys in this school valued School Outcomes. The NSW Govt norm for girls is 97% and for boys is 94%.

Students with positive homework behaviours:

Students do homework for their classes with a positive attitude and in a timely manner.

- In this school, 57% of students had positive homework behaviours. The NSW Govt norm for these years is 63%.
- 67% of the girls and 48% of the boys in this school had positive homework behaviours. The NSW Govt norm for girls is 72% and for boys is 54%.

Students with positive behaviour at school:

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this school, 91% of students had positive behaviour. The NSW Govt norm for these years is 83%.
- 96% of the girls and 85% of the boys in this school with positive student behaviour at school. The NSW Govt norm for girls is 91% and for boys is 75%.

Students who are interested and motivated:

Students are interested and motivated in their learning.

- 70% of students in this school were interested and motivated. The NSW Govt norm for these years is 78%.
- 74% of the girls and 66% of the boys in this school were interested and motivated. The NSW Govt norm for girls is 83% and for boys is 73%.

Effort:

Students try hard to succeed in their learning.

- 89% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%.

- 92% of the girls and 86% of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85%.

Skills–challenge:

Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

- 46% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for these years is 53%.
- 32% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for these years is 26%.
- 18% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.
- 4% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

DRIVERS OF STUDENT OUTCOMES

Effective Learning Time:

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

- In this school, students rated Effective Classroom Learning Time 7.9 out of 10. The NSW Govt norm for these years is 8.2.
- In this school, Effective Classroom Learning Time was rated 8 out of 10 by girls and 7.7 out of 10 by boys. The NSW Govt norm for girls is 8.4 and for boys is 8.1.

Relevance:

Students find classroom instruction relevant to their everyday lives.

- In this school, students rated Relevance 7.7 out of 10. The NSW Govt norm for these years is 7.9.
- In this school, Relevance was rated 7.8 out of 10 by girls and 7.5 out of 10 by boys. The NSW Govt norm for girls is 8.1 and for boys is 7.8.

Rigour:

Students find the classroom instruction is well–organised, with a clear purpose, and with immediate and appropriate feedback that helps them

- In this school, students rated Rigour 7.7 out of

- 10. The NSW Govt norm for these years is 8.2.
- In this school, Rigour was rated 7.9 out of 10 by girls and 7.5 out of 10 by boys. The NSW Govt norm for girls is 8.4 and for boys is 8.1.

Students who are victims of bullying:

Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.

- 23% of students in this school were victims of moderate to severe Bullying in the previous month. The NSW Govt norm for these years is 36%.
- 17% of the girls and 29% of the boys in this school were victims of moderate to severe Bullying in the previous month. The NSW Govt norm for girls is 32% and for boys is 41%.

Advocacy at school:

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated advocacy at school 7.4 out of 10. The NSW Govt norm for these years is 7.7.
- In this school, advocacy at school was rated 7.4 out of 10 by girls and 7.5 out of 10 by boys. The NSW Govt norm for girls is 7.8 and for boys is 7.5.

Positive teacher–student relations:

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, Positive Teacher–Student Relations were rated 8.2 out of 10. The NSW Govt norm for these years is 8.4.
- In this school, Positive Teacher–Student Relations were rated 8.5 out of 10 by girls and 8 out of 10 by boys. The NSW Govt norm for girls is 8.6 and for boys is 8.2.

Positive Learning Climate:

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated Disciplinary Climate of the Classroom 6.6 out of 10. The NSW Govt norm for these years is 7.2.
- In this school, Disciplinary Climate of the Classroom was rated 6.6 out of 10 by girls and

6.6 out of 10 by boys. The NSW Govt norm for girls is 7.3 and for boys is 7.2.

Expectations for Success:

The school staff emphasises academic skills and hold high expectations for all students to succeed.

- In this school, students rated Teachers' Expectations for Academic Success 8.4 out of 10. The NSW Govt norm for these years is 8.7.
- In this school, Teachers' Expectations for Academic Success were rated 8.4 out of 10 by girls and 8.3 out of 10 by boys. The NSW Govt norm for girls is 8.8 and for boys is 8.6.

Demographic Factors:

- 86% of students in this school were born in Australia.
- 3% of the girls and 4% of the boys in this school are of Aboriginal origin.

Policy requirements

Aboriginal education

At CCPS Aboriginal Education is embedded throughout the curriculum, in line with the Department of Education's Aboriginal Policy.

At all assemblies and special occasions the school observes the protocol of acknowledging country. At our end of term A–Day Assemblies there is also an Acknowledgement of Country.

Indigenous perspectives informed many of the units taught this year:

- Kindergarten students learnt about family structure, including indigenous families. They studied cultures around the world, including indigenous Australian culture. The students also learned about Aboriginal Dreamtime animal stories.
- Stage 1 students have studied the Changing Landscape where they looked at Aboriginal explanations of weather and the relationship to the land, which included fire management.
- Stage 2 students learnt about indigenous astronomy in their units on space. Through their unit on plants, Year 3 students investigated indigenous plant use. Stage 2 students also studied indigenous life prior to European settlement, with Year 3 visiting the Botanical Gardens and the Museum of Sydney to examine artifacts and make predictions. Year 3 students also studied national parks and the significance in protecting Aboriginal heritage sites.
- Through the study of the issues of Democracy, the students in Stage 3 became aware of issues

relating to indigenous Australians.

NAIDOC Week was celebrated at the school and students were fortunate to hear stories by Reuben Andrew, an indigenous storyteller.

A sensory garden has been created at the school. The garden is a quiet place with plants native to the area, some of which were specifically used by those people indigenous to the area for food and medicine. Each class planted different species and learned about the significance to the Cammeraygal people.

Some members of staff gained knowledge on the 8 Ways of Learning Indigenous Pedagogy to understand and best cater for the needs of indigenous students.

Multicultural and anti-racism education

Over twenty different cultural backgrounds are represented by students at Castle Cove Public School. The school endeavours to build an inclusive environment where all cultures are equally valued and celebrated.

Multicultural perspectives have been embedded into all Key Learning Areas and in many additional activities to enhance students cultural understandings some examples include Musical Viva concerts, Opera House performances, singing and dancing in the End of Year Concert. Students have regular opportunities to share and study traditions, arts and celebrations of their own cultures and other cultures.

K–6 students participated in Harmony Day celebrations with classes discussing and completing Harmony Day activities in class and many eating and sharing a culturally diverse lunch. On Harmony Day, students wore clothes that represented their own cultural backgrounds or dressed in orange, the colour representing Harmony Day.

A Kindergarten class communicated with a class in Venice, Italy during the year. The students were able to exchange and share cultural knowledge, understandings and experiences, while also learning some basic language to aid the communication.

Students from Years 3–6 competed in the Multicultural Perspectives Public Speaking Competition which is administered by The Arts Unit. It is a public speaking competition open to all public school students. The competition provides the opportunity to practice public speaking skills, while raising an awareness of multicultural issues. All students in Years 3–6 entered the competition and the finalists from CCPS to enter the zone final were Saskia Raymond and Charlise Moodie from Stage 2 and from Tom Garrett and Mitchell Dempsey representing Stage 3.

The school has an appointed staff member as the Anti–Racism Contact Officer (ARCO). This officer is the first contact in dealing with any allegations of racism.