

Castle Cove Public School

Annual Report



2017



3919

Introduction

The Annual Report for 2017 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

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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 is 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 year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. The results of this process indicated that the school is Sustaining and Growing in all three areas.

Learning

Castle Cove Public School is proud of a learning culture that is highly supportive and engaging for all students. There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships exist among staff and students and are evident in the collaborative, harmonious team challenges and learning opportunities students regularly engage in. Teaching staff embrace high expectations to help create and facilitate a powerful learning culture that is conveyed to students through consistent messages, explicit quality teaching and strong support for all.

CCPS has a safe and nurturing learning environment which supports the cognitive, social, physical and spiritual development of all students. As a school we seek a positive relationship with our students and community by engaging in practices which improve the collective and individual wellbeing. CCPS continuously endeavours to promote an integrated approach towards quality teaching, curriculum planning, lesson delivery and meeting the needs of all students. Teachers involve students and parents in planning to support students as they progress through the learning stages.

Data drawn from NAPLAN, the Literacy and Numeracy Continuums and other internal data measures, shows that the school achieves good value-added results. Our NAPLAN results continue to show strong performance with 50–75% of students achieving in the top two bands.

Teaching

This year CCPS has undertaken work in differentiation, AfL, Writing, and TEN. Teachers meet regularly to discuss student performance data and other student feedback to inform teaching practice. Reflection on this evidence enables teachers to cater for the needs of students and evaluate the effectiveness of learning programs. The analysis of student data has enabled teachers to effectively use the Literacy and Numeracy Continuums and to plan for future learning, track reading progress through PM Benchmark data and develop individual learning plans where necessary. All teachers are regularly involved in discussions and the analysis of data at grade, stage and whole staff meetings and this informs future practice and professional learning priorities. Teachers effectively work together to improve teaching practice and student learning. Collaboration occurs in year groups, stages and for particular groups or initiatives.

Two years ago staff undertook a Peer Coaching course which has developed their capacity to deliver quality feedback to improve teaching and leadership practices, and this practice is ongoing. Teachers are supported in achieving and maintaining the professional standards and support a culture of development. They are committed professionals who have demonstrated adaptability and ethical practice in working towards the goals of the school through the undertaking of professional learning and implementing change in their practice.

Teachers contribute to broader school programs and work beyond the classroom which is evident by the large number of curricular and co-curricular opportunities available to students and their involvement in community events such as debating, dance, choir, robotics, Tournament of the Minds, Chazfest, Science Under the Stars and the end of year whole school performance.

Leading

CCPS is highly regarded by the community and is aware of and proactive in meeting their needs. The school works closely and collaboratively with the P&C to address and plan for identified school needs and directions. Development for aspiring leaders is critical to capacity building within the school. Our leadership team currently includes two aspiring executive teachers and an aspiring principal who have worked in the role for the last two years to develop their skills in all areas of school leadership. Across the school, there are a number of teachers who are developing their leadership capacity by co-ordinating a range of activities such as performing arts and whole school programs such as sports. A more inclusive student leadership program was identified as an area in need of development by the school community. The program offers an authentic opportunity for students to understand and develop leadership skills.

The School Plan aligns to local and system priorities and ensures responsiveness to emerging needs. Collaboration occurs with all stakeholders in the areas of school planning, implementation and reporting back. There is collaboration with the P&C and staff members in bringing the school plans into action through surveys, discussions, focus groups and direct funding. There has been whole staff, active involvement with the School Excellence Framework in the assessment of Learning, Teaching and Leading practices at CCPS. The school acknowledges and celebrates student and staff achievement through newsletters, our website, weekly assemblies and end of term Award Days and through open days, concerts and performances.

Strategic financial management has seen the addition of one extra home class teacher, an Instructional Leader to support development of quality teacher practice, and a number of part-time teacher positions to provide support for students with additional learning needs. Various learning spaces around the school such as the COLAs and outdoor areas such as the sensory garden are being used for a variety of teaching and learning programs. An integral part in many of our programs, the school provides access to the latest technology, including 3D printing, school wide wi-fi has enabled mobile technology for both iPads and computers to be used around the school environment.

Our self-assessment and the external validation process will assist the school to refine our school 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/sef-evidence-guide>

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 2017, teachers had an enhanced understanding of differentiation and assessment for learning practices. This was reflected in teaching programs which included explicit planning for individual needs and enhanced evidence of assessment and tracking.

An induction program was implemented to support Early Career Teachers to transition effectively into their classroom and apply best practice to their teaching.

Professional Learning for staff not trained in TEN (Targeting Early Numeracy) was implemented throughout Terms 1 and 2. Staff were able to apply the pedagogy to their teaching and more effectively differentiate the teaching of foundational mathematics concepts to students.

'I can' statements for writing were implemented successfully across the school with students becoming more invested in goal setting and able to talk about their progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All mainstream students achieve growth equivalent to at least 1 year over a 12 month period.		All mainstream students have moved along the literacy and numeracy continuums in accordance with National milestones tracked in reading, writing and numeracy
Gap between performance of lower achieving students and grade level proficiency is narrowed		80% of students working at below cluster expectations have progressed along the continuum this year.
Formative Assessment practices are visible in every classroom and teaching program.	Development of school folders for all staff members \$500	The school is making progress on developing deep understanding, trialling strategies such as goal setting and quality feedback
Students can readily articulate their learning goals, and their progress over time.	\$3000 teacher release	Most students in all classes were able to articulate their current writing goals and understood how to achieve them.
Teachers express confidence and demonstrate expertise in using formative assessment practices.		Teachers worked through Dylan William's AfL program in teams before engaging in classroom trials. At whole staff meetings, teachers shared evidence of successful AfL strategies used in their classrooms to support learning and differentiation of learning programs.

Next Steps

Staff development of targeted writing skills from survey data and the introduction commercial programs to assist and enhance teachers' knowledge and expertise are planned for 2018. Clear guidelines for the inclusion of 'I can' statements in writing and differentiated practices have been outlined in a document " Castle Cove Public School Programming Checklist" for 2018.

Increased focus on establishing base–line data against which we measure improved teaching practices and student performance.

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

At the end of 2017, K–6 teachers were able, through professional learning and collaborative practice, to apply differentiation and assessment for learning pedagogies in all classrooms. This was also evidenced through staff Professional Learning Plans.

The school continued to provide learning programs which have real-world significance such as Cardboard Challenge, Prosthetic Kids Hand Challenge, Chatzfest, Tutti Concert, Images of Greatness, Code Camp, Project-based Learning and Makers Empire.

The school focus was also on the supplementation of school reading resources to increase engagement for student requiring support.

Student engagement in personal goal setting was increased through the development of school-based resources to individualise learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers demonstrate expertise in planning for the needs of individual students so that all students achieve maximum growth along their learning continuum.		85% of teachers were using I can statements to set targets with each student.
Teachers express confidence in their understanding of the curriculum.	Writing & Grammar course 2 Teachers x \$310 plus + \$485= \$795	Professional learning on writing using iPads and presentation apps increased student engagement and connection to their learning. Teacher Professional Learning assisted in furthering staff confidence in the teaching of writing across the school.
Differentiated teaching practices are visible in every classroom and teaching program.		Teaching programs demonstrated increased levels of planning for differentiation. Programs showed evidence of catering for student before and beyond the grade milestones

Next Steps

Programs will embed digital technologies within all KLAs. Students will become proficient in the use of applications for computational thinking, coding, robotics, and the arts. Students will develop skills in problem solving, innovation, critical and creative thinking.

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 on the effectiveness of student relationships and their sense of self. We are more aware of trends around the students' well being.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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 continued to be explicitly taught at a dedicated time of the week to all students by their classroom teacher. Each term has a focus topic for all grades. We teach the program in a range of ways that suit our school objectives and the program is integrated in a range of curriculum areas. Key points are revisited many times to ensure that our students act resiliently in the long and short term.
Data on Sentral shows a decrease in the number of incidents where students required support and counselling.		Fewer incidents have been reported on Sentral this year. This indicates that the school's initiatives, in particular the Bounce Back program has had a positive effect on student inter- relationships. All staff have been consistent in following agreed school procedures to ensure student well being in the classroom and the playground.
Qualitative feedback gathered from students indicates greater skill in managing conflict, sadness and adversity.		Students in years 4, 5 and 6 completed the Tell Them From Me survey again. This survey provides insight from the perspective of students into student engagement, wellbeing and effective teaching practices at our school. We are then able to identify trends within our school and better inform school priorities.

Next Steps

Establish an action team to facilitate *KidsMatter*, a frame work for mental health promotion, prevention and early intervention, throughout the school and the community. Parent forums around areas of well-being will be delivered provide opportunities for parents to contribute to and learn about well-being programs.

A well-being committee comprising school staff and parents will be created to support the school in engaging the community on matters involving well-being.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2604	Students with indigenous backgrounds each have a Personal Learning Pathway (PLP) created for them. The PLP attends to any individual learning, social and emotional needs and goal-setting for learning. Funds are used for additional resources in order to meet goals.
English language proficiency	\$56460	31% 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.
Low level adjustment for disability	\$74667	All students requiring adjustments and learning support are catered for within class programs, with assistance from SLSO support or in small groups that are withdrawn to work intensively with the Learning and Support Teacher.
Quality Teaching, Successful Students (QTSS)	\$35043	This funding allowed the school to employ additional staffing in order to help with the acquisition of literacy and numeracy skill for students who are at risk of falling behind on the continuums.
Socio-economic background	\$1849	This funding is utilised to support families experiencing financial hardship, enabling students to access teaching and learning programs . This included provision for school materials, excursions and other fee paying programs.
Support for beginning teachers	\$40350	This funding was used to provide teachers with time for planning, programming, reporting, working with their mentor and attending professional development.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	241	256	243	245
Girls	249	232	216	225

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.5	96	96.7	96.5
1	97.1	93.4	95.2	95.7
2	96.1	95.3	95.9	96.8
3	95.9	95.8	96.4	96.1
4	96.7	95.9	96.2	96.1
5	97.1	95.6	96.2	95.2
6	93.7	95.2	97	94.8
All Years	96.3	95.3	96.2	96
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	16.94
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	3.78
Other Positions	0

*Full Time Equivalent

In 2017, 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. Three Early Career teachers received funding this year and the school also provided further discretionary funding to support other beginning teachers.

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 meetings, staff development days and online and external courses. Some of the training and professional development included: mandatory training such as CPR and Anaphylaxis; TEN training, Assessment for

Learning, and whole staff development on writing, including the development and implementation of *I can* statements, conferencing and feedback.

In 2017, Castle Cove PS had 6 teachers working towards accreditation with the NSW Educational Standards Authority, all of whom were successfully accredited by the end of the year. Two teachers completed their 5 year Maintenance of Accreditation cycle. In addition, aspiring leaders have been participating in professional learning opportunities and practical experience to build their leadership capacity.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	925,439
Revenue	4,257,337
Appropriation	3,484,783
Sale of Goods and Services	30,740
Grants and Contributions	726,410
Gain and Loss	0
Other Revenue	0
Investment Income	15,404
Expenses	-4,016,508
Recurrent Expenses	-4,016,508
Employee Related	-3,399,323
Operating Expenses	-617,185
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	240,829
Balance Carried Forward	1,166,268

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,050,203
Base Per Capita	70,147
Base Location	0
Other Base	2,980,056
Equity Total	135,580
Equity Aboriginal	2,604
Equity Socio economic	1,849
Equity Language	56,460
Equity Disability	74,667
Targeted Total	38,521
Other Total	182,277
Grand Total	3,406,582

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.

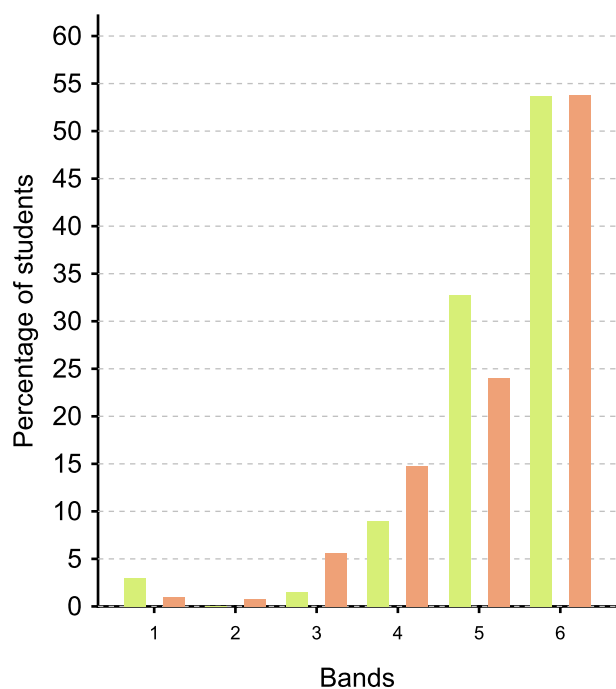
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

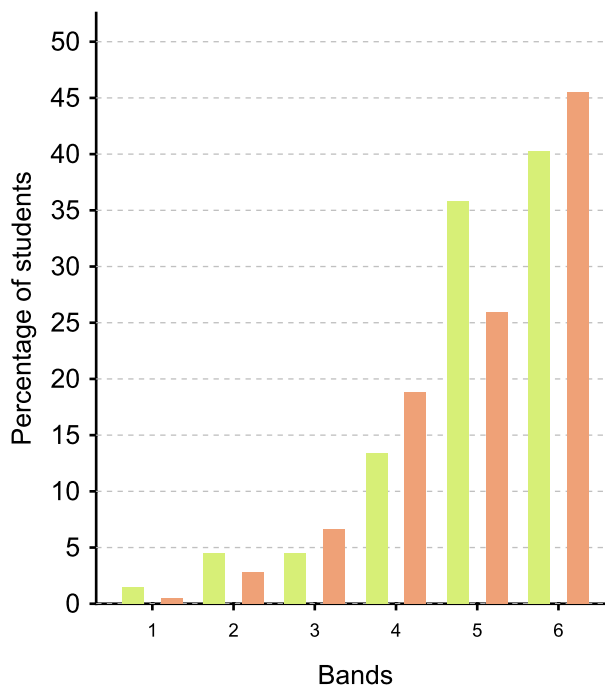
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



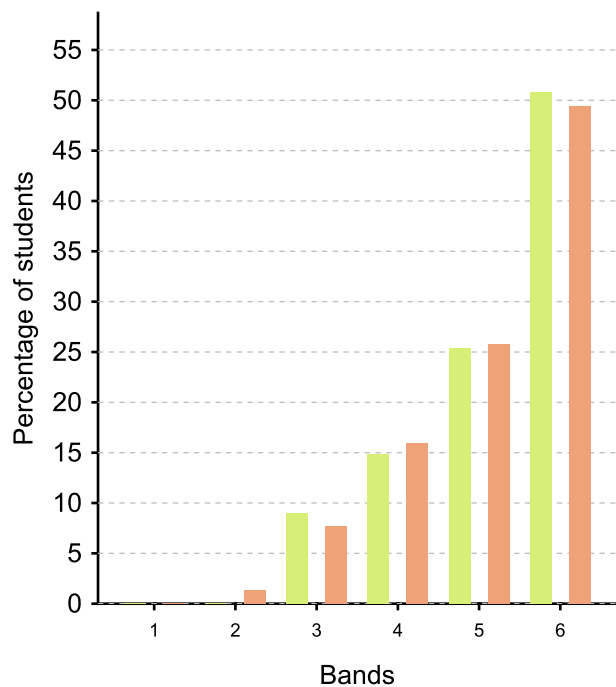
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



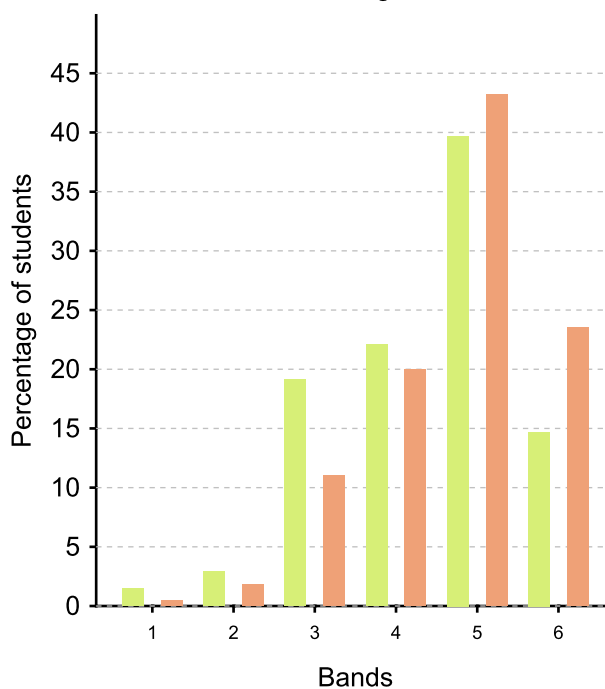
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



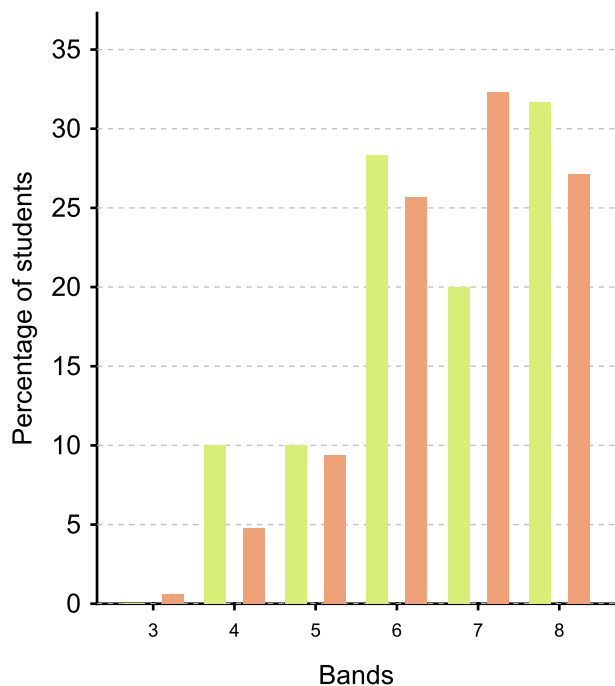
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

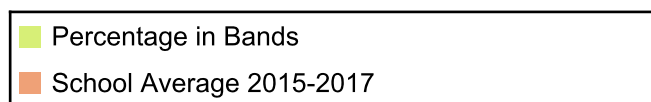
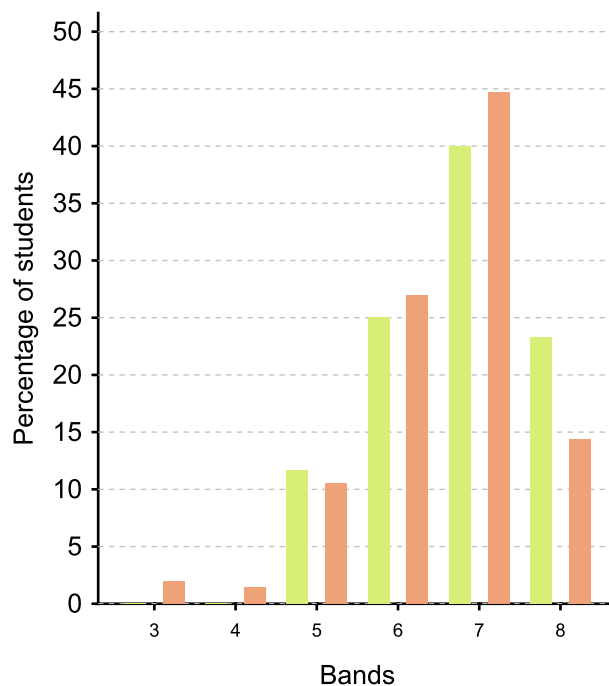


Percentage in Bands
School Average 2015-2017

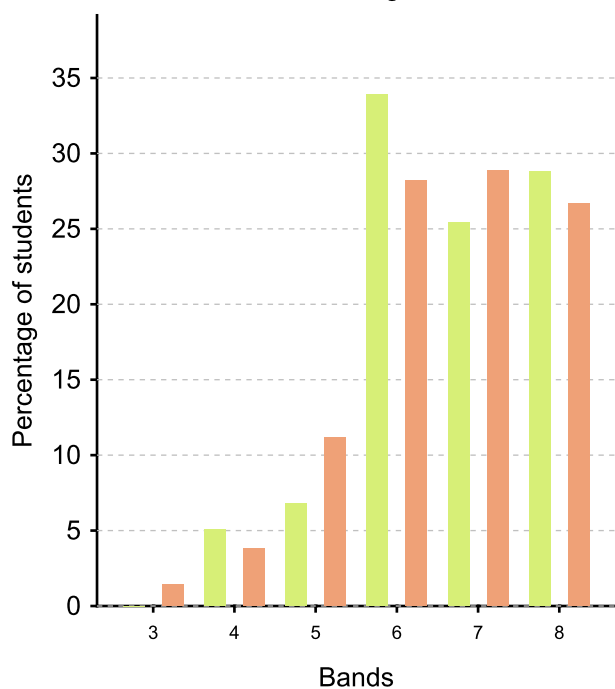
Percentage in bands:
Year 5 Grammar & Punctuation



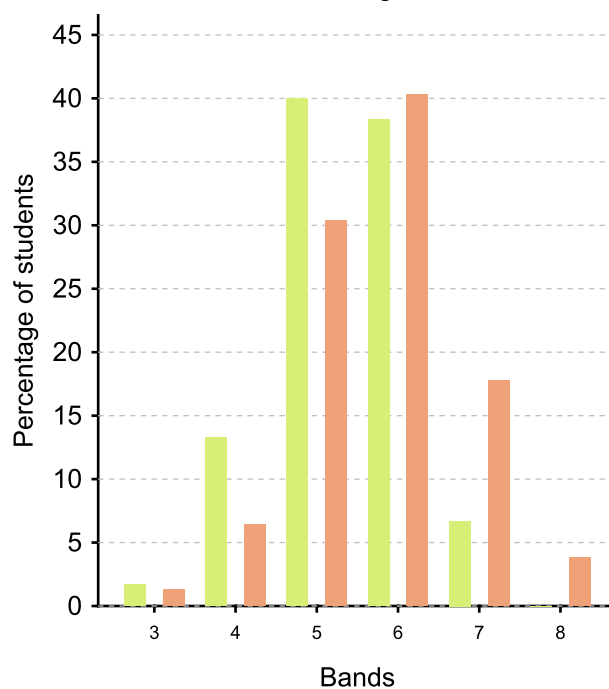
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

Parents were surveyed and asked to identify two priority areas within the school that they feel should be prioritised in our school plans being developed for 2018–2020.

From the 239 responses received, four significant areas were identified. These were upgrading the school grounds and facilities (23%), mental and social well-being (20%), teaching support (16%) and STEM education (11%).

In the area of grounds and facilities, parents most strongly supported the school's current upgrade of the shell and a reconfiguration of the library to make learning areas more accessible with a greater line of sight for teachers. Other examples were upgrades of amenities, learning technologies in classrooms, and replacement of audio visual equipment in the hall.

Mental and social well-being was the next identified area. Parents suggested greater funding for school-wide programs which address and educate the community and students on aspects such as social skills, developing friendships and resilience.

Greater teaching support in order to develop student learning and cater for a greater range of student ability ranked third. Examples of how parents felt this could be achieved included the funding of specialist support teachers, additional gifted and talented programs, learning aids and further teacher professional development around best practice.

STEM education is currently a much discussed topic. Parents were keen to see continued funding for information technology within classrooms including the updating of technological devices and teaching programs which develop coding skills, cybersafety and STEM based learning initiatives.

Lesser priorities included sport (equipment, programs and specialist staff), how parents can support their children at home with home reading and homework, and enhancing our Creative and Practical Arts programs (increasing the number of bands and specialist art teachers).

The school is appreciative of this input from the community which now forms part of the data and information that the school considers in forming the strategic directions of the 2018–2020 management plan and in other school initiatives for the coming year.

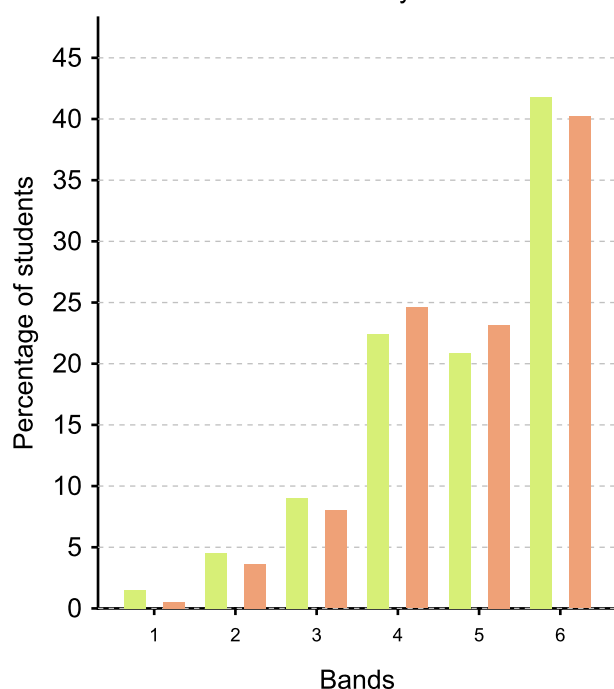
Policy requirements

Aboriginal education

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

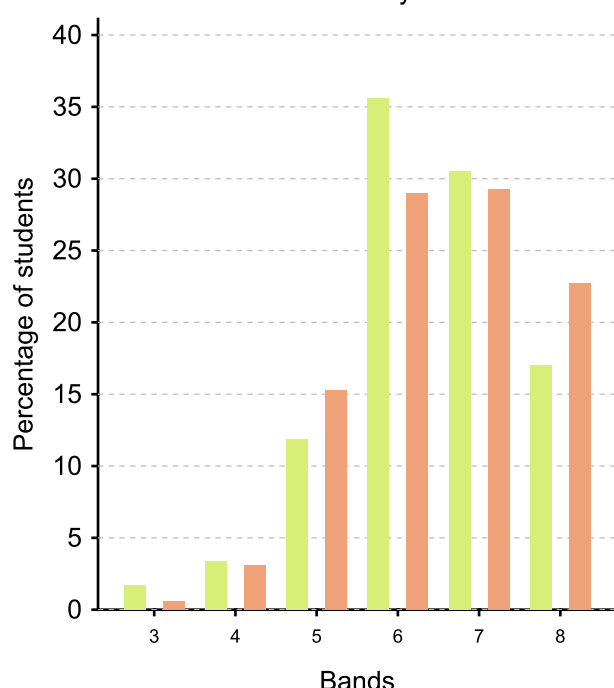
At all assemblies and special occasions the

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

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 Connection to the Land via literature and mapping in weekly Library lessons.

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. Year 4 students also studied national parks and the significance in protecting Aboriginal heritage sites.

We welcomed Annie Muir (a parent of our school who has children of aboriginal descent) to our school as part of the Stage 3 History unit on Democracy. Students heard first-hand accounts of her experiences living in the Western Desert region of Western Australia. Students learnt how government decisions have had a significant impact on the connections with Country and family that are central to the belief systems and ways of life for Aboriginal peoples across Australia. Annie explained about *Tjukurrpa*, a Western Desert term for Aboriginal Dreaming. This encompasses Aboriginal culture, law, traditional practices and knowledge of Country. Students also learnt about traditional practices such as hunting, gathering bush tucker and making and looking after water sources.

As part of our Aboriginal Education programme and to celebrate NAIDOC Week we were pleased to have Philip Green, a National Geographic photographer who presented to our students a visual and tactile experience of traditional technologies used by indigenous peoples across Australia.

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.

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. The representatives from CCPS to enter the zone final were James Bestic and Isabella Chan from Stage 2 and, from Stage 3, Jessica Rye and Charlie Williams.

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