

# Castle Cove Public School

## Annual Report



2018



3919

## Introduction

The Annual Report for **2018** 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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## 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.

**Learning** – At CCPS students develop skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers continue to inspire students to be active leaders of their own learning. As a school we seek a positive relationship with our students and community by engaging in practices which improve the collective and individual wellbeing. The P&C wellbeing sub committee facilitated a number of forums for parents in the area of well being which were very well received by the community. Our self assessment for this domain places us as Sustaining and Growing.

**Teaching** –At CCPS student learning is underpinned by high quality teaching. Lessons and learning opportunities are engaging and teachers develop flexibility in meeting individual student needs through a range of effective teaching strategies. All staff members are actively engaged in formulating their own Performance and Development Plans to strengthen their practice. Professional learning is carefully aligned with the strategic directions outlined in the school plan. Our self assessment for this domain places us as Sustaining and Growing.

**Leading** – AT CCPS strong, strategic and effective leadership is evident. Across the school, there are a number of teachers who are developing their leadership capacity by co-ordinating or leading areas such as English and sports. Our school community works together to ensure that we provide the very best for all students. The school has strong bonds with the parents and wider community as evidenced by feedback, support and participation by the community in a wide range of activities. Our self assessment for this domain places us in Sustaining and Growing.

Our self-assessment 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

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

Training has begun in the use of the new Learning Progressions that will replace the Literacy and Numeracy Continuums in 2019. The Kindergarten team has undertaken training in the new Best Start Program and Plan 2. Several whole-school Scopes and Sequences have been reviewed and updated for each grade so that they are more accurately aligned to NSW syllabus documents and are clear to teachers for programming purposes. There is a focus on teachers documenting evidence of differentiation in teaching and learning programs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers are consistently updating students on the progressions.	\$2500	All staff were involved in professional learning and collaborative discussion to understand the new Learning Progressions to support student learning. Staff used the Progressions to create rubrics for writing assessment tasks across the school. The Kindergarten teachers received training in Best Start Plan 2 which is the initial use of progressions. All mainstream students have continued to move along the Progressions. The data is tracked on Sentral.
Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.		NAPLAN results demonstrate that most students have achieved in the top two bands for NAPLAN reading, writing and numeracy.
The school's value added trend is positive. School data shows that student progress and achievement is greater than students at statistically similar schools on external measures.	\$5000	School NAPLAN data shows outstanding value added growth, particularly in writing and spelling, which is higher than average scale growth in like schools and national growth. The growth in writing was a result of our recent focus in this subject. Funds were provided for teachers to have time for individual conferencing sessions with students to review writing and set goals to achieve in the future.
Scopes and sequences in all key learning areas are completed, are being used effectively and are evident in all teaching programs.	\$2000	Staff collaboratively reviewed History, geography, mathematics and English Scopes and Sequences. Updated drafts were completed, ready to be used in teaching and learning programs in 2019.
100% of Teaching/Learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.		<p>Several opportunities for understanding, analysing and using data have been accessed by the Principal, executive team and whole of school staff.</p> <p>While differentiation has previously occurred to meet the needs of students, supervising team leaders report that there is improved evidence of differentiation in teaching and learning programs.</p> <p>Differentiation occurs within classrooms as a result of the collection and analysis of data. Students who require support or extension programs do so as a result of this data to ascertain needs.</p>

## Next Steps

Early Stage 1 team will pilot the application of Learning Progressions and Plan 2.

There will be an ongoing focus on moving students in the middle NAPLAN bands forward.

There will be continued focus of the development of writing skills throughout the school.

Scope and Sequence documents will be finalised for distribution to all staff to trial in 2019. Remaining Scopes and Sequences in other key learning areas will be reviewed and updated throughout the year.

Teachers will continue to focus on providing evidence of differentiation in teaching and learning programs.



## 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

Writing remained a significant area of focus with teachers collaborating closely to identify and explore best practice approaches to lift student performance, and to create greater consistency in teacher judgement through moderating student writing samples.

Teachers have participated in professional learning in areas covering STEM and digital technologies and are more successfully embedding these across all key learning areas. Resources have been increased and students are developing greater skills in use of applications for computational thinking, coding, problem solving, and critical and creative thinking.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Supervisors report improvement in writing programs with differentiated teaching and learning activities and reference to moving the middle groups forward.	\$2400	Professional development opportunities around writing were undertaken by staff over 2018. Pre and post writing samples K–6 were collected in both Semester 1 and 2 providing rich data for teachers to analyse. Teachers worked in grade teams to consider student performance and identify grade/class/individual strengths and weaknesses. Class work samples were moderated to promote assessment consistency across each grade.
Majority of student are proficient in setting and monitoring personal learning goals.	\$10000	Funds were expended to allow teacher/student writing conferences to occur in classrooms each week. This saw time for quality teacher feedback and increased engagement of students as leaders of their own learning.
All teaching and learning programs are dynamic, showing evidence of revisions based on feedback of teaching practices.		From continued professional learning around understanding and use of data, teachers are more effectively planning and documenting revisions based on feedback in their classroom programs.
All teaching and learning programs show consistent and reliable student assessment and continuous tracking of progress and achievement		Whole staff review of assessment instruments and assessment milestones was undertaken to provide greater clarity to all.

### Next Steps

Programs will continue to embed digital technologies within all KLAS. Student will become proficient in the use of applications for computational thinking, coding, robotics and the arts. Students will continue their development in the acquisition of skills in problem solving, innovation and critical and creative thinking.

### 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 results of the Tell Them From Me survey reveal a positive gain in almost all areas of student satisfaction with our school. Students are engaged in their learning and have a high sense of belonging. They are interested and motivated in their learning. Parents have attended well being forums to understand issues relating to child well being. Teaching and learning programs have been developed and delivered to promote student resilience.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tell Them From Me survey indicates continued positive growth for students and staff in their social / emotional wellbeing.		Students in Years 4–6 and some parents completed the Tell Them From Me survey. The survey provided insight from the perspective of the students and parents of engagement, well-being and effective teaching practices at our school. The findings reveal a positive development in all areas. We are able to identify trends and better inform school priorities.
Sentral database reveals a downward trend of reported negative incidents and decrease in number of students requiring support and counselling.		Protocols involving the Learning and Support Team and student referral practices have been streamlined to ensure effective identification and monitoring of students.  Incidents have continued to be recorded on Sentral.
All teaching programs include evidence of ongoing, explicit teaching of the social and emotional learning skills that underpin wellbeing and resilience.	\$500	All students have participated in Bounce Back lessons in Personal Development. Topics included Core Values, Elasticity, Courage and Bouncing Back. Students in Years 3–6 participated in Cyber Safety sessions.  Teachers attended professional learning sessions about keeping students safe online.  The P&C Well Being Committee organised parent forums on matters relating to well being.
Qualitative feedback gathered from students indicates greater skill in managing conflict, sadness and adversity.	\$300	Through Bounce Back lessons across all years, the students have developed improved skills to manage situations involving conflict, sadness and adversity.  You Can Sit With Me was implemented in the school for mentors to assist younger students in need to manage isolation and playground situations.

#### Next Steps

Our Bounce Back program will continue and a Scope and Sequence will be developed to align with the new PDHPE syllabus. To assist some students with their social skills, we aim to further develop our lunch club and friendship group meetings during lunchtime. The student leadership committees will be involved in more structured playground activities



to assist younger students with play and equipment during lunchtimes. The Tell Them From Me survey will continue to inform on student engagement and well being at school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2666	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.
<b>English language proficiency</b>	\$70254	33% of the students at the school are from non-English speaking backgrounds. Allocated funds were used to employ a teacher for 3 days each week to support students for whom English was an Additional Language/Dialect (EAL/D) in the classroom and in social settings. Funds were further used to provide resources to enhance EAL/D students' attainment of the English language.
<b>Low level adjustment for disability</b>	\$78152	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.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$82874	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.
<b>Socio-economic background</b>	\$2006	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.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	256	243	245	240
Girls	232	216	225	223

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96	96.7	96.5	96.5
1	93.4	95.2	95.7	95.5
2	95.3	95.9	96.8	96.1
3	95.8	96.4	96.1	96.8
4	95.9	96.2	96.1	94.7
5	95.6	96.2	95.2	95.3
6	95.2	97	94.8	95.8
All Years	95.3	96.2	96	95.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Attendance at Castle Cove Public school is above the state average across all grades.

The school uses an electronic reporting system which records whole day and partial absences. Attendance is marked daily, with staff recording student absences and the reason for each absence once known. Parents are required to explain to the school the absences of their children promptly and within seven days of the first day of any period of absence. Parents bringing students to school or collecting them within school hours are first required to report to the school office to complete appropriate sign in/out procedures. Should extended leave be required, parents must complete the appropriate application and submit to the school for

approval prior to the leave being taken. Absences, both whole day and partial, are reported to parents via the Semester 1 and 2 student reports.

Class rolls are checked regularly by the school and by the Department of Education's Home School Liaison Officer. The resolution of attendance difficulties is reached with the following strategies:

\*consistent communication with parents/carers (phone, email, interview)

\*meeting with the students and parents/carers

\*referral to the school's counsellor and/or the Learning and Support Team to identify and implement strategies that address student needs

\*development of a school-based attendance/partial attendance improvement plans with the students and parents/carers

\*working with our Home School Liaison Officer

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.35
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.78

\*Full Time Equivalent

In 2018, no staff member 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 Early Career Teachers in their first year of a full-time position. While no Early Career Teachers began this year, the school has provided further discretionary funding to support other beginning teachers.

Professional learning is related to areas identified in the school management plan, teachers' own Performance and Development Plans (PDPs) 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, Anaphylaxis and Child Protection; TEN training; Assessment for Learning; continued whole staff development on writing, including a focus on conferencing, goal setting and feedback and Consistent Teacher Judgement. Collection of Data and its analysis to more effectively inform teaching directions was also a major focus of our professional learning and this will continue in 2019.

All teachers at Castle Cove PS are accredited with the NSW Educational Standards Authority and are currently underway with 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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,166,268
<b>Revenue</b>	4,396,646
Appropriation	3,586,956
Sale of Goods and Services	28,940
Grants and Contributions	765,105
Gain and Loss	0
Other Revenue	4,659
Investment Income	10,986
<b>Expenses</b>	-4,580,461
Recurrent Expenses	-4,580,461
Employee Related	-3,313,237
Operating Expenses	-1,267,224
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-183,815
<b>Balance Carried Forward</b>	982,453

Our school finance committee is made up of the Principal, the Executive Team, and the School Office Manager. The role of the committee is to plan for appropriate, effective and efficient expenditure of funds available to the school from State and Commonwealth grants, school and community income and revenue from other bodies.. Areas of responsibility of the committee include managing Resource Allocation Funds (RAM), technology, quality classroom resources, maintenance of grounds and buildings, professional learning, and student well-being.

In 2018, after many years of planning, the school and the community undertook a major renovation of a dilapidated building within the school grounds (originally built mostly with community funds). Now almost completed, the building will provide a bright, airy, updated flexible community space that can continue to serve the needs of the school and its community from 2019 and into the future.

In 2019, in addition to regular management of funding roles, the school will consult with the community to determine the perceived needs and plan next directions.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	<b>3,053,877</b>
Base Per Capita	90,884
Base Location	0
Other Base	2,962,994
<b>Equity Total</b>	<b>153,079</b>
Equity Aboriginal	2,666
Equity Socio economic	2,006
Equity Language	70,254
Equity Disability	78,152
<b>Targeted Total</b>	<b>49,164</b>
<b>Other Total</b>	<b>233,619</b>
<b>Grand Total</b>	<b>3,489,739</b>

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

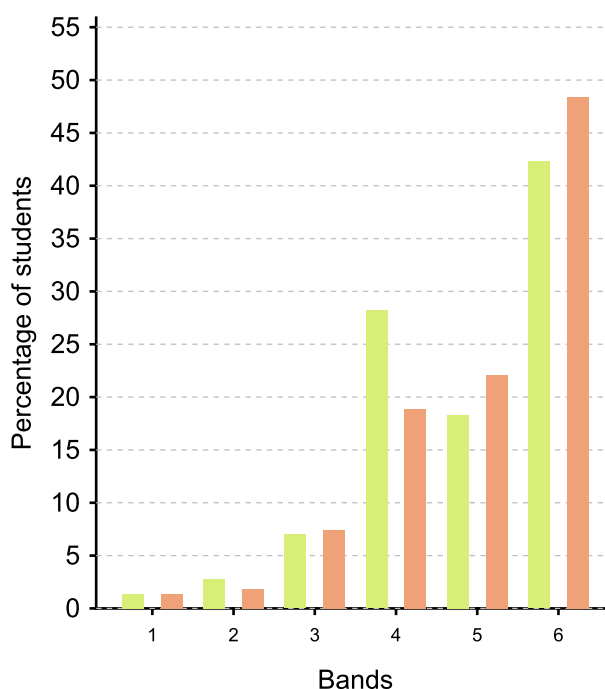
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

A continued strong result with over 50% of students in the top 2 bands for Literacy in Years 3 & 5.

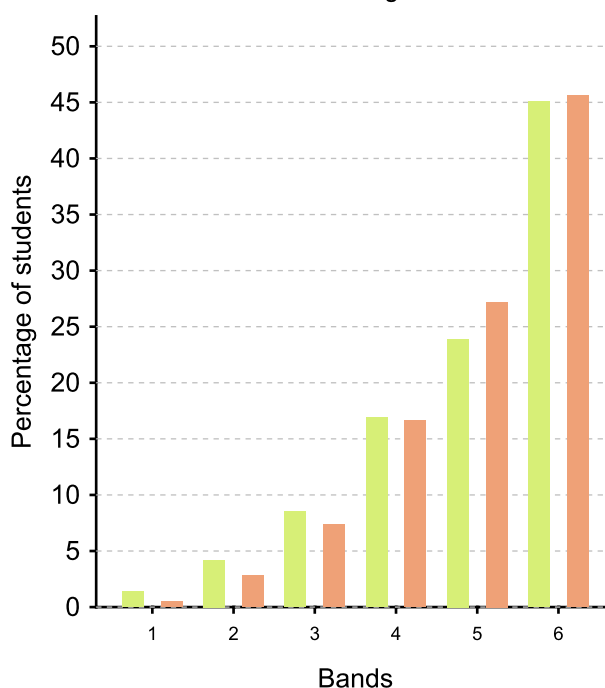
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	1.4	2.8	7.0	28.2	18.3	42.3
School avg 2016-2018	1.4	1.8	7.4	18.9	22.1	48.4

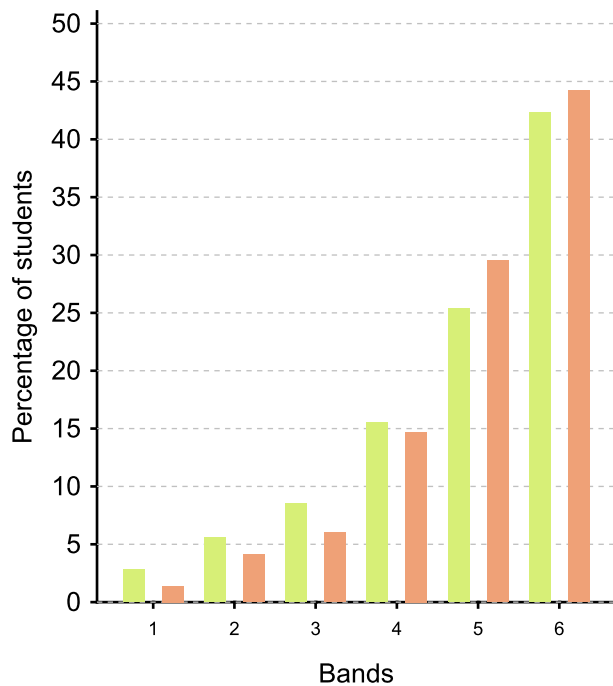
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	1.4	4.2	8.5	16.9	23.9	45.1
School avg 2016-2018	0.5	2.8	7.4	16.6	27.2	45.6

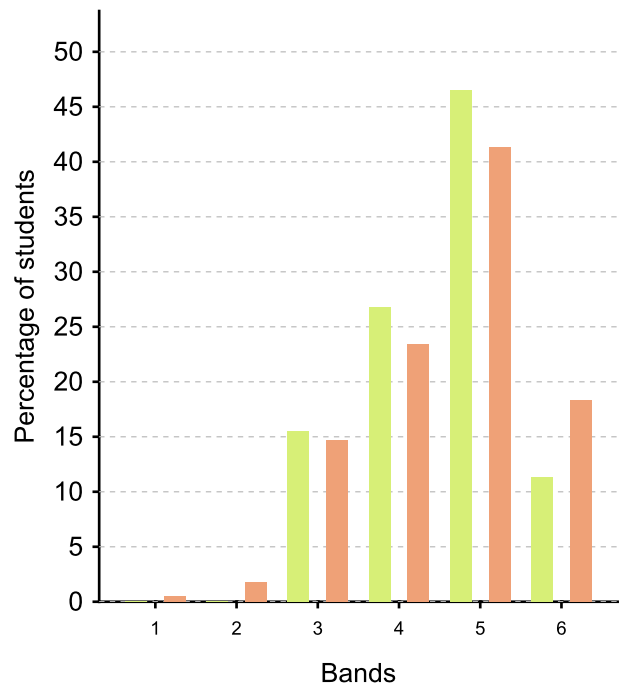
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.8	5.6	8.5	15.5	25.4	42.3
School avg 2016-2018	1.4	4.1	6	14.7	29.5	44.2

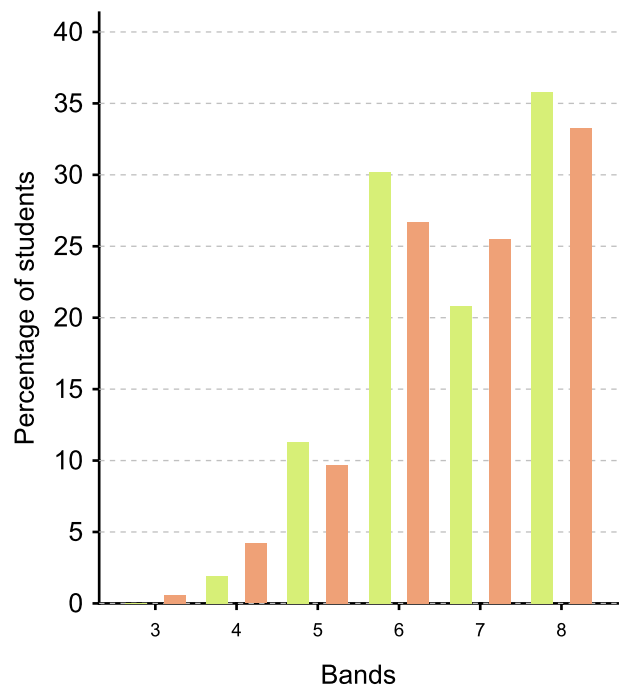
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	15.5	26.8	46.5	11.3
School avg 2016-2018	0.5	1.8	14.7	23.4	41.3	18.3

**Percentage in bands:**  
Year 5 Grammar & Punctuation

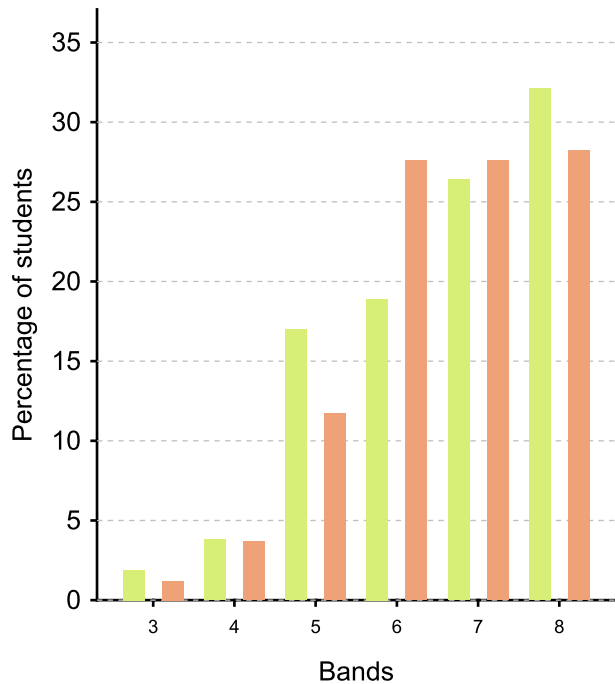


Percentage in Bands  
School Average 2016-2018



Band	3	4	5	6	7	8
Percentage of students	0.0	1.9	11.3	30.2	20.8	35.8
School avg 2016-2018	0.6	4.2	9.7	26.7	25.5	33.3

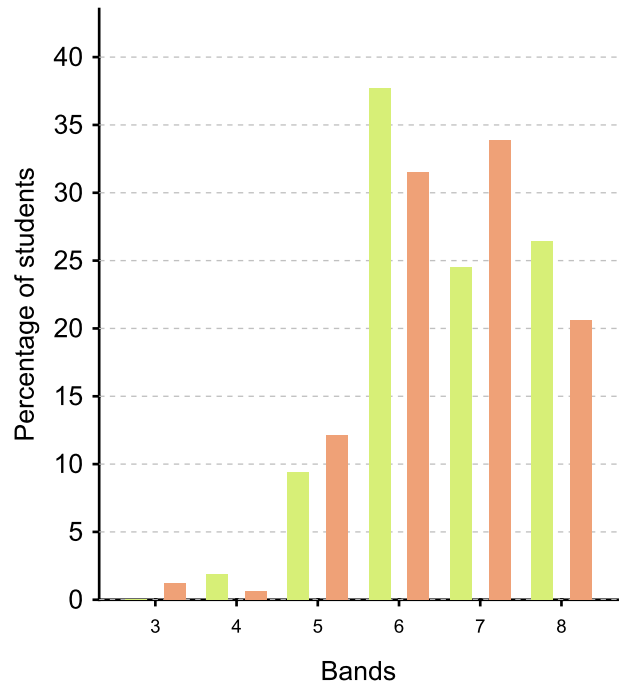
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	1.9	3.8	17.0	18.9	26.4	32.1
School avg 2016-2018	1.2	3.7	11.7	27.6	27.6	28.2

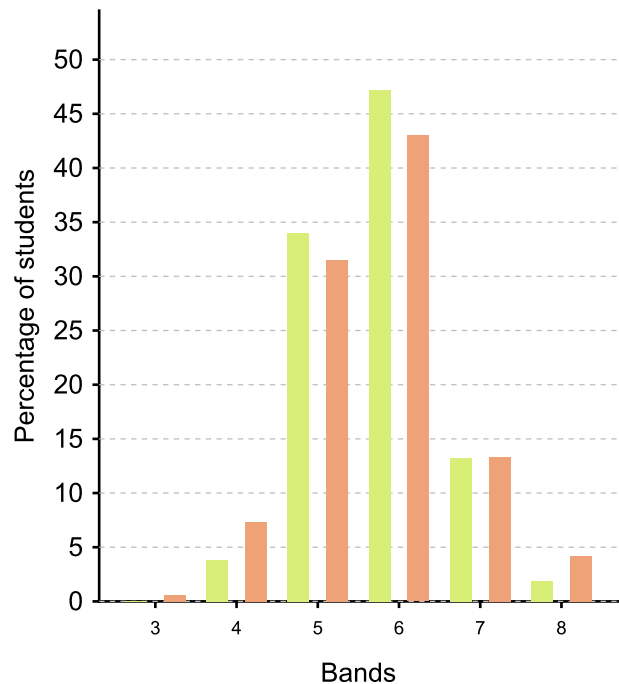
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	1.9	9.4	37.7	24.5	26.4
School avg 2016-2018	1.2	0.6	12.1	31.5	33.9	20.6

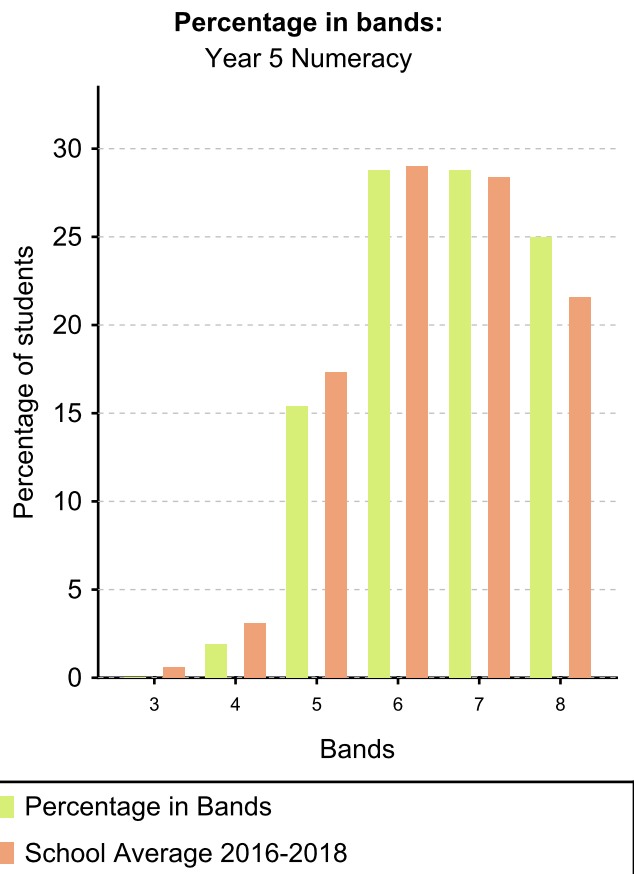
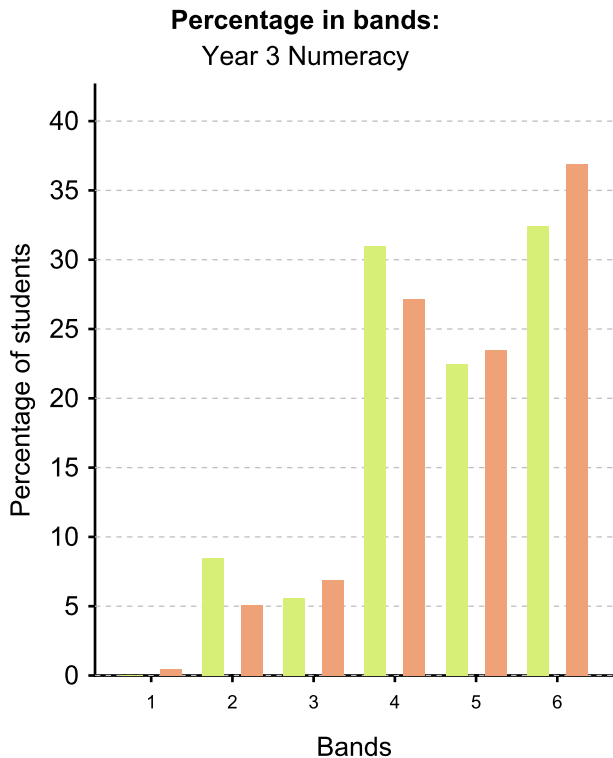
**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	3.8	34.0	47.2	13.2	1.9
School avg 2016-2018	0.6	7.3	31.5	43	13.3	4.2

Over 75% of students are in the top 3 bands in Years 3 & 5 for Numeracy.



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.>

The Premier's Priority for Aboriginal education outcomes provided funding that allowed us to support students with an Aboriginal background.

## Parent/caregiver, student, teacher satisfaction

**Tell Them From Me (TTFM)** is a suite of **surveys** for measuring student engagement and wellbeing. The **surveys** can be used to capture student, parent and teacher voices, providing evidence for schools to use in identifying strengths and areas for improvement.

When analysing trend data, we were pleased to note that almost every aspect surveyed in the Social and Emotional Outcomes saw growth of up to 10%

- participation in sports down 1%
- participation in extra curricular activities up 9%
- sense of belonging up 6%
- positive relationships up 4%
- value school outcomes up 3%
- homework behaviour up 10%
- positive behaviour at school remains the same at 92%
- interest and motivation up 8%

### Aboriginal education

At CCPS Aboriginal Education is embedded throughout the curriculum, in line with the Department'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 Dreaming 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. They also studied indigenous life prior to European settlement.

Stage 3 studied the Goldfields and reviewed students' understanding of Aboriginal peoples and the land, examined the effect that gold mining and the new settlements had on the environment and the indigenous people of the area.

The school has continued to purchase Aboriginal resources to be used in literacy activities in all classes to further enhance student awareness of Aboriginal issues.

As part of our Aboriginal Education programme and to celebrate NAIDOC Week we were pleased to have Troy Allen, a Bunjalung Goori (East Coast) perform for us. Troy used song, music and didgeridoo, dance and artefacts, examples of rock and cave paintings and fire-making demonstrations to tell the stories of his people.

### Multicultural and anti-racism education

We celebrated our multicultural community with a variety of learning experiences throughout the year. Students celebrated Harmony Day, which aims to bring people together to promote Australian values and to celebrate the Australian way of life. Students participated in classroom activities to celebrate the diversity of Australian culture.

Students enthusiastically participated in an Asian market themed Pedlars Parade organised by the Stage 3 students. The stalls sold a variety of food, drinks and crafts from a variety of Asian countries.

Multicultural perspectives with a focus on Asia and