

2020 Annual Report

Castle Cove Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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 around 450, 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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

All teachers are consistently updating students on the progressions.

Most students achieve 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.

Scopes and sequences in all key learning areas are completed, are being used effectively and are evident in all teaching programs.

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.

Progress towards achieving improvement measures

Process 1: Implement whole school professional learning in understanding and incorporating data in planning for learning.

Evaluation	Funds Expended (Resources)
<p>Reading Comprehension was reassessed in Term 1 . There was seen to be a discrepancy between the PM reading level and student comprehension level. Students had excellent oral reading skills however this did not follow through with retelling , inferential comprehension and Vocabulary knowledge. Every student who had yet to reach an independent level were reassess by 2 teachers and new comprehension levels were allocated.</p> <p>Parents were informed of this reassessment at the beginning of the year at the Term 1 Parent Information Evening. They were informed on the reasons why we reassessed able to ask questions . This project received unanimous support from the parent body.</p> <p>Staff received additional Professional Learning and structures were put in place for when a student moved up a level. As each level looks at a specific skill all students must pass through each level before advancing.</p> <p>All teachers completed a 10 hour Professional Learning course in Semester 2. This online professional learning provided teachers with an opportunity to support the practical application of the evidence based teaching of reading.</p> <p>Teachers explored how oral language, phonological awareness, phonics, vocabulary, fluency and comprehension are all necessary for effective reading instruction. There was a focus on the systematic and explicit teaching of phonics alined to our spelling programs.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$14300.00)

Process 2: Review data collection procedures (including the new literacy and numeracy progressions), assessment instruments and assessment milestones across the school.

Evaluation	Funds Expended (Resources)
<p>New instruments were introduced for teachers to collect data and for it to automatically map on the progressions so that teacher were able to build focus groups/clusters for more individualised instruction to fill gaps or extend.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3200.00)

Progress towards achieving improvement measures

These instruments included:-

Best Start Kindergarten

Phonological Awareness assessment

Phonics Screening

Check -in for Years 3 & 5

Process 3: Increase focus on establishing base-line data against which we measure improved teaching practices and student performance.

Evaluation	Funds Expended (Resources)
Staff used many programs available to assess students growth during the year. All K-2 students were assessed on the Phonological awareness assessment and these results were then mapped onto ALAN and the progressions. Weakness and strengths were easily identified. Individual plans for these students were then established. Years 3 and 5 were also assessed with an online check -in. Data from this was also mapped to the progressions.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$2000.00)

Process 4: KLA teams will review and update their allocated scope and sequence.

Evaluation	Funds Expended (Resources)
The PDHPE syllabus was implemented by the school. Work began on the scope and sequence and learning programs for each stage. This work will be finalised in 2021 inline with the school's new programming templates.. Refinements were made in 2020 in English, Mathematics and HSIE scopes and sequences.	

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.

Improvement Measures

Supervisors report improvement in writing programs with differentiated teaching and learning activities and reference to moving the middle groups forward.

Majority of student are proficient in setting and monitoring personal learning goals.

All teaching and learning programs are dynamic, showing evidence of revisions based on feedback of teaching practices.

All teaching and learning programs show consistent and reliable student assessment and continuous tracking of progress and achievement

Progress towards achieving improvement measures

Process 1: **Writing** will remain a significant area of focus as we investigate current trends and identify best practice approaches that increase student learning outcomes, in particular moving the middle groups forward through differentiated practice - Base line data in 2018.

Evaluation	Funds Expended (Resources)
Stage based rubrics and assessment tasks were written and implemented to track improvements in student Writing. An emphasis on moving the middle groups forward continued. Elements such as Sentence structure, vocabulary and punctuation were tracked and mapped on student progressions.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$25000.00)

Process 2: Students are inspired to be leaders of their own learning and teachers to develop flexibility in meeting individual student needs through a range of effective teaching strategies.

Evaluation	Funds Expended (Resources)
In 2020 there was still an emphasis on Learning intentions and Success Criteria . Staff continued the work that was started in 2019 with School services. Learning programs now include a separate area for success criteria in their format. Learning intention/Success Criteria and other examples of AfL are used widely in classrooms. Students are now more confident to set learning goals to meet their needs in consultation with their teacher.	Nil

Process 3: Programs will embed digital technologies within all KLAs. Students will become proficient in the use of applications for computational thinking, coding, robotics, STEM and the arts. Students will develop skills in problem solving, innovation, critical and creative thinking.

Evaluation	Funds Expended (Resources)
StemShare kits were still available during 2020 for all classes to use. Programs continued to be embedded with the use of digital technologies. Owing to home learning students became more proficient in producing work digitally. iPads were updated and more purchased for yrs K-4. After reviewing the work done by Stage 3 during home learning it was decided that in 2021 Stage 3 will adopt a 1 to 1 laptop program funded by the	School funds \$1380

Progress towards achieving improvement measures

school.

Process 4: Teachers will participate in Professional Learning in areas covering STEM and digital technologies.

Evaluation	Funds Expended (Resources)
Owing to Covid -19 staff needed to quickly pivot to home learning. Staff participated in professional learning for new digital platforms . K-2 worked with Seesaw, Stage 2 in Microsoft Teams and Stage 3 in Google Classroom. AS well as these platforms staff became proficient in Zoom.	School Funds \$70000

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.

Improvement Measures

Tell Them From Me survey indicates continued positive growth for students and staff in their social / emotional wellbeing.

Sentral database reveals a downward trend of reported negative incidents and decrease in number of students requiring support and counselling.

All teaching programs include evidence of ongoing, explicit teaching of the social and emotional learning skills that underpin wellbeing and resilience.

Qualitative feedback gathered from students indicates greater skill in managing conflict, sadness and adversity.

Progress towards achieving improvement measures

Process 1: Establish an action team to facilitate *KidsMatter*, a framework for mental health promotion, prevention and early intervention, throughout the school and the community.

Evaluation	Funds Expended (Resources)
The initiatives that began in 2019 were continued in 2020. These included:- Buddy program Lunch club Friendship groups Resilience workshops Student Wellbeing corner in the Library Year 6 Peer Leadership program - environmental, communications ,buddy and sport areas BOUNCE BACK program with the use of common language both at school and home	School Funds \$1500

Process 2: Professional development for staff and community:
1. *Bounce Back* to develop shared understandings of the program and a common language to use in developing resilience.
2. *Relationships Australia*
3. *Teaching the iGen* (Dr Kirsty Goodwin)

Evaluation	Funds Expended (Resources)
Professional development in Cyber Safety for staff and the wider community was held via Zoom in 2020. This continued the work that was started in 2019 in improving all stakeholders ' knowledge in how to be safe in a digital world.	North Harbour Learning Community Funds \$2000

Process 3: Parent forums provide opportunities for parents to contribute to and learn about well-being programs.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Parent forums continued in 2020 via Zoom. These were organised by the Wellbeing Committee, owing to Covid-19 restrictions these occurred in Semester 2. Term 3 - Nutrition and the Gut - Brain connection Term 4 - Cyber Safety	P&C Funds

Process 4: Create a well-being committee from school staff and parents to support the school in engaging the community in matters involving well-being.

Evaluation	Funds Expended (Resources)
The CCPS Well Being committee has members from both staff and parents. The committee has organised parent forums and other initiatives throughout the school such as the URStrong programs.	Nil

Process 5: Opportunities for students to connect and participate positively in the wider community are identified and promoted (Art Show, UNICEF, Stewart House, Willoughby Council competitions).

Evaluation	Funds Expended (Resources)
Opportunities for students to connect with the wider community were somewhat curtailed during Covid restrictions in 2020. Fundraising days continued to support our sponsored UNICEF child and their village.	

Process 6: *You Can Sit With Me* initiative launched within the school.

Evaluation	Funds Expended (Resources)
This initiative was implemented in 2018. It was reviewed in 2019 and it was decided that a whole school kindness and friendship program would be more suitable. The URStrong program was trialled in late 2019 with Year 1. Owing to restrictions in 2020 Professional Learning for staff and a full school implementation was difficult to achieve. In 2021 a renewed focus, face to face PL and full school launch - The day of Friendship - will occur with mentors from the program.	School and P&C funds \$750

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Tali Program (cognitive training program to improve attention)</p> <p>Ipads</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$2 084.00) 	Increased attention span enabling students to be more successful in classroom activities.
English language proficiency	<p>EAL/D Teacher</p> <p>Classroom resources and materials.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$65 957.00) 	Students requiring support in acquisition of English were provided with additional assistance both in class and through withdrawal grouping based on their level of proficiency. These levels were periodically assessed and adjusted as the students progress through the EAL/D phases.
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$86 624.00) 	The school was provided with a Learning and Support Teacher for 2.5 days per week which allowed for the development of personalised learning plans for students requiring additional support in their learning. The students were monitored and plans reviewed each term in conjunction with parents to allow for forward planning and goal setting. Funds were expended to provide School Learning Support Officers who assisted the teachers daily to facilitate the program in classrooms.
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$81 424.00) 	This funding allowed the school to employ additional staffing to assist students at risk of falling behind in their acquisition of literacy and numeracy skills.
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$1 526.00) 	This funding is used to support families experiencing financial hardship, enabling students to access teaching and learning programs without disadvantage. This includes provision for school materials, excursions and other fee paying programs.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	245	240	224	234
Girls	225	223	218	213

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.5	96.5	95.8	96.8
1	95.7	95.5	96	95.8
2	96.8	96.1	94.5	97.3
3	96.1	96.8	95.5	96.2
4	96.1	94.7	95.1	96.3
5	95.2	95.3	94.8	97.1
6	94.8	95.8	94.7	95.7
All Years	96	95.8	95.2	96.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.29
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.62

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	921,996
Revenue	4,261,387
Appropriation	3,819,835
Sale of Goods and Services	34,205
Grants and contributions	395,361
Investment income	2,854
Other revenue	9,133
Expenses	-4,234,763
Employee related	-3,664,251
Operating expenses	-570,512
Surplus / deficit for the year	26,623
Closing Balance	948,619

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	41,129
Equity Total	155,831
Equity - Aboriginal	2,084
Equity - Socio-economic	1,526
Equity - Language	65,597
Equity - Disability	86,624
Base Total	3,186,735
Base - Per Capita	106,303
Base - Location	0
Base - Other	3,080,432
Other Total	337,499
Grand Total	3,721,194

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Tell Them from Me (TTFM) is a suite of surveys for measuring student engagement and wellbeing. Students in grades 4, 5 and 6 were surveyed. The surveys can be used to capture student, parent and teacher voices, providing evidence for schools to use in identifying strengths and areas of improvement.

When analysing trend data , we were pleased to note that almost every aspect surveyed showed a growth :-

Sense of belonging up 5%

Positive relationships up 4%

Value school outcomes up 6%

Homework behaviour up 6%

Positive behaviour at school up 2% and still remains high at 92%

Owing to Covid-19 restrictions participation in sport dropped by 18% as did participation in extracurricular activities by 7% to 67% however this was still higher than the State norm of 55%.

In the area of students with a positive growth orientation 75% of students stated that they tried to do their best and 83% stated they are always trying to improve .

Experiences of bullying were at rates well below state norm and were down 9% on previous years.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.