

2021 Annual Report

Castle Cove Public School



3919

Introduction

The Annual Report for 2021 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 Strategic Improvement 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 that 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 430, the school enjoys the diversity that a range of ethnic backgrounds brings and are proud of the harmony that exists across the school community. Approximately 34% of our students have a language background other than English and 20% require some level of English as an additional language or dialect (EAL/D) support. No students identify as Aboriginal or Torres Strait Islander. Our students come from a range of socio-economic backgrounds, where families engage closely with their children's learning.

Castle Cove community values and appreciates a rich and stimulating learning environment in which students can feel safe, valued and respected. There is 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 generally enthusiastic about and engaged in their learning. Extra-curricular opportunities such as band, dance, debating, science, robotics, Earth Kids and leadership enable our students to experience and excel in areas of interest.

Castle Cove PS is a member of the North Harbour Learning Community (NHLC) 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.

The school greatly appreciates a high level of parental support through funding for additional resources, active involvement in classrooms and contribution of their skills and expertise to other areas of school life.

Staff members engage in continual development of their professional practice, which aligns to best practice and DoE or school identified targets.

Through our comprehensive situational analysis, involving students, staff and parents, and the local AECG and the NHLC, we have identified high-level areas for improvement, which will be outlined in this Strategic Improvement Plan. Through analysis of NAPLAN results, the school has identified system negotiated target areas in Reading and Numeracy to be achieved by 2022-2023.

The school will work in partnership with strategic support specialists to co-diagnose the specific areas of numeracy and build the improvement capacity of the school in specific outcome areas of numeracy.

From our situational analysis it is evident that there is a need to improve our current data driven practices, including whole school management of data and supporting teachers in meaningful data analysis to inform planning for quality differentiated instruction.

A dedicated instructional leader will work with the teams to support in developing collaborative teaching and learning programs that embed assessment and are driven by effective analysis of student performance data. We are continuing to develop consistency around our whole school formative and summative assessment practices and teacher judgement. We will continue to embed ongoing formative assessment in our collaborative teaching and learning programs.

Close consultation with the school community established that further emphasis on social and emotional development and fostering positive relationships in and across the school was highly desirable and responsible for better student engagement and learning outcomes.

The school is establishing a number of initiatives to address these identified areas including focus groups with students to further understand their needs so they feel challenged and engaged in order work at their full potential.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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: Student growth and attainment

Purpose

To develop our data practices across the school so that student learning in Reading and Numeracy is maximised and informs planning of programs that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy
- Numeracy

Resources allocated to this strategic direction

QTSS release: \$82,855.20

Literacy and numeracy: \$21,000.00

Professional learning: \$18,400.00

Summary of progress

Our initiatives were designed to improve student results in literacy and numeracy through high-impact teacher professional learning about explicit teaching strategies, assessment and personalised student learning. Our improved use of data will better inform planning and practice and also provide evidence of our success to improve student outcomes.

In Term 1 all staff undertook professional development sessions to design in grade teams a bank of authentic, open-ended assessment tasks in literacy and numeracy. This has provided valid, reliable and useful information by which student learning could be tracked and personalised to promote better student outcomes and provide ongoing feedback to students to improve their learning.

In Term 2 and 3, students' number sense and place value were identified through data from NAPLAN and Check-In assessments as an area for improvement. Working with a curriculum advisor, whole school professional learning was undertaken around evidence-based teaching strategies, Numeracy Progressions and use of data to inform practice. Adjustments to planned activities during Term 3 as a result of Covid-19 and Home Learning were necessary, but the project did continue using a learning platform and adjusted activities.

Throughout the year, every fortnight, an Instructional Leader met with each stage team to support them in collaboratively developing class programs that are driven by effective analysis of student performance data. The period of Home Learning that occurred over Term 3 and into Term 4 did interrupt this program. However, it will continue in 2022.

The school, as part of our North Harbour Learning Community, programmed a series of Instructional Rounds to take place across the year. Qualitative data is used to strengthen elements of, and offer feedback about, teacher practice. Unfortunately, this program was postponed until 2022.

In addition, next year we will review our scope and sequence documents for both English and mathematics and adjust them where necessary to align with the new K-2 syllabus which must be in place for 2023. There will be an increased push to ensure that hands-on resources and manipulatives are used to support student understanding in mathematics in the older grades. Number Sprints will be continued in remaining 3-6 grades.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the percentage of students in Years 3 and 5 achieving in the top two bands in reading to be above the school's system-negotiated target baseline	The school is delighted that there has been significant progress toward moving students upwards into the top two bands for reading. No students at all in the Year 3 and 5 cohorts were placed in the lower two bands. Only 8% in total were placed in the lower middle band. The remaining 92% were placed in the high middle (26%) and top two bands (66%).

Increase in the percentage of students achieving expected growth to be above the system-negotiated target baseline in reading	Data indicates that 68% of students achieved expected growth in reading which places the school on the lower bound target.
Increase in the percentage of students in Years 3 and 5 achieving in the top two bands in numeracy to be above the school's system-negotiated target baseline	The school is delighted that there has been significant progress toward moving students upwards into the top two bands for numeracy. No students at all in the Year 3 and 5 cohorts were placed in the lower two bands. Only 14% in total were placed in the lower middle band. The remaining 86% were placed in the high middle (28%) and top two bands (58%).
Increase in the percentage of students achieving expected growth to be above the system-negotiated target baseline in numeracy	Data indicates that 72% of students achieved expected growth in numeracy which far exceeds both the lower bound and upper bound targets.

Strategic Direction 2: Collective Efficacy

Purpose

To develop a school culture where teachers work together to ensure students grow in their learning by sharing evidence-informed teaching practices and collaborative planning of quality classroom programs that are explicit, evidence-based and that cater for the learning needs of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaboration-Teaching and Learning Programs
- Building Teacher Capacity- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: \$9,928.13

Literacy and numeracy: \$10,436.86

Literacy and numeracy intervention: \$22,423.60

Refugee Student Support: \$763.05

Aboriginal background: \$2,877.47

Summary of progress

Our focus in 2021 was to engage staff in professional discussions and collaborate to improve teaching practice. In Terms 1 and 2, planned activities that focused on strengthening collaborative practices across the school were implemented according to the timeline outlined in Strategic Direction 2. The Instructional Leader and Executive staff worked to up-skill teachers in the development of innovative teaching and learning programs and the use of systematic and reliable assessment and data practices to inform future programming.

The Instructional Leader worked with stage teams during fortnightly planning meetings and staff development meetings to up skill them in using whole school programming templates and Microsoft Teams as a platform to collaboratively plan and write units of work and share resources. These meetings were used to ensure that teaching programs clearly identified the syllabus outcomes and content, while aligning with the school's scope and sequences. Teachers met regularly to analyse student data in relation to learning progressions and adjust teaching programs in response to the findings. Staff expertise was used to provide professional development in the differentiated teaching of core mathematics skills (number sprints) in Stage 1.

In Term 3, during learning from home, professional learning was shifted to stage-based focus areas to up skill and drive continuous improvement whilst remote learning. Teachers continued to plan collaboratively online but priorities and focuses changed due to the circumstances, and some professional development activities were postponed until 2022 as a result.

Next year, we plan to continue to focus on programming and building collaborative practices K-6. Whole school curriculum planning will target the development of CAPA and PDHPE scope and sequences and associated units of work. Professional development sessions will target effective teaching in Literacy and time will be allocated for teachers to develop programs that show evidence of explicit teaching of phonemic awareness, comprehension, vocabulary and writing. Staff will continue to participate in planning and data meetings, led by the IL, and we will continue to analyse data to improve teacher practice and inform programming. Scope and sequences for Mathematics and English will be revisited with the implementation of new syllabus documents.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Most teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure	Document analysis of learning programs indicates teachers are using the school's programming templates. The majority of programs show evidence of adjustments made to accommodate individual student needs and clear learning intent and success criteria in lessons to establish learning goals for

them. Differentiation of curriculum delivery within classrooms is evident.	all students.
The school identifies expertise within its staff and draws on this to further develop its professional learning community. Teachers engage in professional discussion and collaboration to improve teaching and learning in their classes.	100% of teaching staff participated in fortnightly team data, programming and planning meetings with the instructional leader. Teaching and learning plans were amended to suit individual student needs and goal setting.

Purpose

To develop healthy, resilient, responsible students with the ability to build strong and respectful relationships, and who feel emotionally and intellectually engaged in their learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance
- Challenge and Engagement with Learning

Resources allocated to this strategic direction

Socio-economic background: \$1,694.25

Summary of progress

Attendance

CCPS has a very strong attendance rate which is above the network average. Student attendance is tracked daily and reasons for absences monitored. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. During COVID -19 home learning students were engaged and attended to their school work from home. Students worked on their learning platform and interacted with their classes and teachers on a daily basis. Wellbeing checkins with all families were conducted during the home learning period of Terms 3 and 4.

Challenge and Engagement with Learning

Tell Them From Me 2021 student survey data asked for student opinions in a number of areas. The school was particularly interested in data around student engagement.

The results for 2021 indicated the following:

- Interest and Motivation has risen by 15%
- High Skills High Challenge up 13%
- Low skill low challenge down by 8% to 3%

Results also showed that students feel that what they are learning at school is directly related to their long-term success. 99% of students value schooling outcomes and 92% felt that they do not get into trouble at school for disruptive or inappropriate behaviour.

Survey questions that asked students about intellectual engagement indicate that students are invested in their learning and are using higher order thinking skills to increase their understanding. Students agree strongly that teachers emphasise the importance of academic skills and hold high expectations for them to succeed.

Wellbeing programs -

Students form positive relationships as a result of a variety of approaches from school programs. A common language is used, especially with the younger students, through the URStrong program and Bounce Back.

URStrong was continued to be implemented by all classes. Common language is used throughout the school in dealing with "friendship fires". Owing to home learning the Day of Friendship was put on hold. From the Tell them from Me student survey incidents of bullying has dropped by 6% to 20% which is 16% below the state norm.

During home learning weekly wellbeing Zooms sessions for K-2 and 3-6 were available for any student who would like to attend. These covered a range of topics in helping students deal with the changed circumstances of lockdown. These were well attended and were organised by the Wellbeing committee from the P&C. On return to school face-to-face sessions were available before school as part of "Wellbeing Wednesday".

Learning and support team developed programs and behaviour management practices suitable for individual students and communicated with parents. Students who have previously experiencing many negative incidents have been included in these intervention programs. SLSOs assisted in management of students in class and in the playground. LaST and SLSOs have collaborated to provide well-resourced programs to manage students to improve their behaviours and develop positive relationships.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Students attending school more than 90% of the time increases to be above the school's system-negotiated target base-line	<p>Increased percentage of students attending school 90% or more of the time is up by 1.5% from 2020.</p> <ul style="list-style-type: none"> * 94.9% of students are at or above 90% attendance * 2.75% of students are at 85 - 90% attendance * 2.2% of students are below 85% attendance
The school collects and uses data gathered from student, parent and staff surveys/feedback to refine a whole school approach to wellbeing and engagement that improves learning. The needs of all students is explicitly addressed in teaching and learning programs.	<p>Although there was a student survey from Tell them from Me there was no 2021 survey from Tell them from Me for parents and staff. However CCPS surveyed parents on their experience of Home Learning in Term 3. There ere 68 respondents from K-2 and 60 from 3-6. 81% of respondents said that their child engaging with their learning each day was good/ fair and 70% stated that their child was always/usually positively managing home learning.</p> <p>Teachers are differentiating lessons in programs and a variety of strategies are now being utilised. Teachers will continue to access Professional Development to expand their range of adjustment strategies to cater for the abilities of students.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.05</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Teacher Capacity- Effective Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional reading support and resources. <p>The allocation of this funding has resulted in: increased student confidence and engagement in reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted students will be monitored and data analysed and to continue support as needed.</p>
<p>Integration funding support</p> <p>\$47,538.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Castle Cove Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Eligible students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student support needs.</p>
<p>Socio-economic background</p> <p>\$1,694.25</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Castle Cove Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Challenge and Engagement with Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: Support for students to engage with their learning by ensuring they can access all learning experiences .</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Socio-economic background</p> <p>\$1,694.25</p>	<p>To continue to support as needed.</p>
<p>Aboriginal background</p> <p>\$2,877.47</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Castle Cove Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Teacher Capacity- Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Creation of school literacy resources for targeted students. <p>The allocation of this funding has resulted in: Eligible students demonstrating progress towards their personalised learning pathways.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue support in students' learning pathways.</p>
<p>English language proficiency</p> <p>\$75,747.30</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Castle Cove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provide EAL/D Progression levelling PL to staff • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: EAL/D are more confident and are prepared to take risks with their language use as noted in teacher observation and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support for targeted students identified as EAL/D. Ongoing additional support to ensure all students are developing their acquisition of the English Language.</p>
<p>Low level adjustment for disability</p> <p>\$87,990.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Castle Cove Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists

<p>Low level adjustment for disability</p> <p>\$87,990.96</p>	<ul style="list-style-type: none"> • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in nil students being placed in the bottom two bands of NAPLAN in both Year 3 and Year 5. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team by providing additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$31,436.86</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Castle Cove Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Collaboration-Teaching and Learning Programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: targeted professional learning which has increased consistency in benchmarking judgements by teachers. A greater emphasis has been placed on comprehension and development of vocabulary rather than moving students through levels quickly based on decoding only. Decodable readers have been purchased and data indicates a strengthening of students' phonemic awareness in K-2. Teachers meet fortnightly to collaboratively analyse data to determine implications for next steps in planning for teaching and learning in both literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage in professional learning in effective teaching of literacy, focusing on the explicit teaching of reading, comprehension, phonemic awareness and vocabulary building. To expand teaching sprints in Mathematics K-4.</p>
<p>QTSS release</p> <p>\$82,855.20</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Castle Cove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • instructional leader worked with stage teams K-6 to support consistency in programming, assessment and data gathering practices across the school <p>The allocation of this funding has resulted in: an increase in teacher confidence in using the PLAN 2 platform, and a deeper understanding of the Literacy and Numeracy progressions.</p>

<p>QTSS release</p> <p>\$82,855.20</p>	<p>Teachers successfully collaborated to produce units of work that included elements of a quality program and which were aligned to the school's scope and sequences. They met regularly with the Instructional Leader to moderate work samples to promote consistency in teacher judgment, and to analyse data to inform next steps in planning and programming.</p> <p>After evaluation, the next steps to support our students with this funding will be: the Instructional Leader to continue to work with teachers fortnightly to analyse data and to supports staff in developing quality units of work in English and Mathematics. Professional learning will focus on ways to develop quality units of work in CAPA and PDHPE. Professional Learning will familiarise teachers with the new K-2 English and mathematics syllabuses, ready for implementation in 2023.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Castle Cove Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Teacher Capacity- Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST hours to address the identified needs for students who require additional support in literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: Differentiated teaching through on-going formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engagement of additional teaching staff using flexible funding to extend intensive small group intervention programs.</p>
<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy in Stage 1 • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: The majority of the targeted students in this program have made significant progress towards their personal learning goals.</p>

<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the implementation of small group tuition using data sources to identify specific learning . The school learning and support processes are in place to regularly monitor students when they have completed the program.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	240	224	234	227
Girls	223	218	213	190

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.5	95.8	96.8	96.4
1	95.5	96	95.8	94.9
2	96.1	94.5	97.3	94.4
3	96.8	95.5	96.2	96.5
4	94.7	95.1	96.3	92.4
5	95.3	94.8	97.1	97
6	95.8	94.7	95.7	96.2
All Years	95.8	95.2	96.5	95.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	15.15
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	0.2
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	948,619
Revenue	4,201,687
Appropriation	3,770,601
Sale of Goods and Services	25,671
Grants and contributions	399,983
Investment income	1,469
Other revenue	3,963
Expenses	-4,060,015
Employee related	-3,609,906
Operating expenses	-450,109
Surplus / deficit for the year	141,673
Closing Balance	1,090,292

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.

	2021 SBAR Adjustments (\$)
Targeted Total	27,390
Equity Total	168,310
Equity - Aboriginal	2,877
Equity - Socio-economic	1,694
Equity - Language	75,747
Equity - Disability	87,991
Base Total	3,073,050
Base - Per Capita	110,193
Base - Location	0
Base - Other	2,962,857
Other Total	367,200
Grand Total	3,635,950

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.

Parent/caregiver, student, teacher satisfaction

During the 2021 Home Learning the school surveyed parents/carers for feedback on the remote learning provided by us during the national lockdown.

The school K-6 enrolment is 420 and we received 128 responses . The range of responses per class was 3 to 17.

A variety of questions were posed to parents/carers about their experience of home learning in Semester 2.

The amount of time my child is spending on a device during online learning is:

[More Details](#)

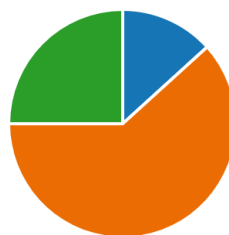
Too little	8
Just right	67
Too much	53



The amount of work my child is receiving each day is:

[More Details](#)

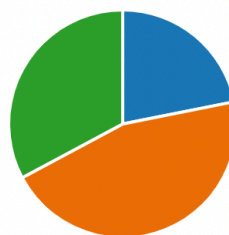
Too little	17
Just right	79
Too much	32



My child can independently complete the set task:

[More Details](#)

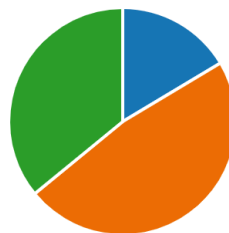
None of the time	28
Some of the time	58
Most of the time	42



The level of engagement of my child each day is:

[More Details](#)

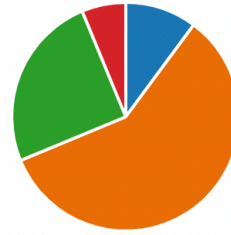
Poor	21
Fair	61
Good	46



. Is your child managing home learning positively?

[More Details](#)

Always	13
Usually	75
Sometimes	32
Rarely	8

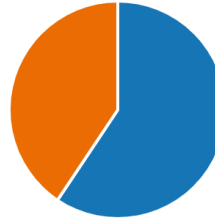


Is the level of parental support required for your child to complete their work manageable?

[More Details](#)

[Insights](#)

Yes	76
No	52



. We are considering reducing online tasks for K-3 students and offering weekly pick-up packs. Would you prefer this option?

[More Details](#)

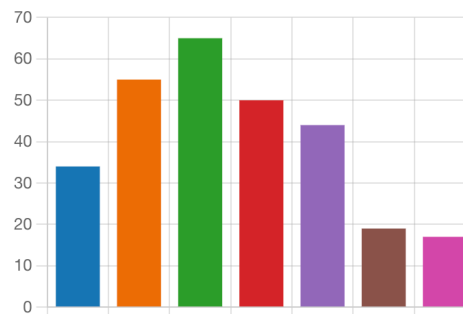
Yes	63
No	31
N/A - my child is in Yr 4-6	34



My child has accessed the following extra activities during online learning:

[More Details](#)

Maths Seeds	34
Mathletics	55
Wushka	65
Reading Eggs	50
Extra activities set by CCPS teach...	44
None of the above	19
Other	17



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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.