

2022 Annual Report

Castle Cove Public School



3919

Introduction

The Annual Report for 2022 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 360, 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. 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.

A dedicated instructional leader has worked 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 has established 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	2022 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: \$80,789.00

Literacy and numeracy: \$31,437.00

Professional learning: \$20,000.00

Summary of progress

Initiatives

- High impact professional learning focused on explicit teaching, formative assessments and the use of the Literacy and Numeracy Progressions.
- Data collection and analysis used to design future learning

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 better informed planning and practice and also provided evidence of our successes that improved student outcomes.

In Term 1, all staff undertook professional development sessions on explicit reading instruction. These sessions focused on reading instruction based on the explicit teaching of each facet of reading and reliable reading assessment. By Term 2, K-4 teaching programs showed incorporation of reading instruction with explicit teaching of language recognition, vocabulary, phonics and phonemic awareness. Analysis of reading PM Benchmarking assessments from Term 1 to Term 3 highlighted a need for better understanding by some teachers of this reading assessment. Following a review of the program and its procedures, an improvement was noted in consistency of teacher judgement, and better online record keeping allowed for more accurate analysis of whole school data and planning of reading support programs.

In Terms 2-4, K-6 staff continued to work with the Instructional Leader (IL) on the development of targeted, authentic, consistent assessments to be used across the grade. The IL led further professional development on the use of an assessment template to ensure assessments are aligned with the school's scope and sequences, syllabus outcomes and progression indicators. The IL also worked with teachers in grade teams to design 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.

Throughout the year, every fortnight, the 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 school, as part of the North Harbour Learning Community (NHLC), was involved in a series of Instructional Rounds that took place across the year at each of the group's four schools. Qualitative data was used to strengthen elements of, and offer feedback about, teacher practice. Castle Cove's chosen area that was presented and examined was differentiation of learning which is critical to better catering for personalised learning for all students across all levels of ability.

In 2023, differentiation of learning for high performing and gifted students will be a focus area of professional learning for the school.

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 by 8% from the school's system-negotiated target baseline the proportion of students in Years 3 and 5 achieving in the top two bands of NAPLAN reading	78.63% of students achieved in the top two bands in NAPLAN reading indicating progress beyond the upper-bound target of 76.9%.
Increase in the percentage of students achieving expected growth to be between the system-negotiated target baseline and the school's lower bound target in reading	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Increase by 8.7% from the school's system-negotiated target baseline the proportion of students in Years 3 and 5 achieving in the top two bands of NAPLAN numeracy	62.83% of students achieved in the top two bands in NAPLAN numeracy indicating progress beyond the lower-bound target of 62.6%
Increase in the percentage of students achieving expected growth to be between the system-negotiated target baseline and the school's lower bound target in numeracy	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

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.

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

Resources allocated to this strategic direction

Professional learning: \$6,144.00

Summary of progress

The school's focus in 2022 was to continue to engage all staff in professional discussions in order to further develop a school ethos where teachers collaborate to improve teaching practice.

In Term 1, 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 continued to work with teachers to up-skill them in the development of innovative teaching and learning programs and the use of systematic and reliable assessment and data practices to inform future programming.

Whole school curriculum planning of other key learning areas focused on teachers developing a better understanding of syllabus content and resources available to support teaching of PDHPE and CAPA. After evaluating our current CAPA programs, it was evident that there was a big focus on teaching visual art and that there was a lack of quality programs that addressed content relating to music and dance. As a result, the Instructional Leader led fortnightly stage-based sessions and weekly professional development to strengthen teachers' understanding of both syllabuses. Staff worked collaboratively to map syllabus content into stage mapping documents for both key learning areas. These documents were used to align content to CAPA and PDHPE units for the year and were also used to form an updated scope and sequence for both PDHPE and CAPA. Due to time constraints, these scope and sequences are still in draft form and need to be finalised in 2023.

K-6 teachers continued using the whole school programming templates for all key learning areas, and Microsoft Teams, to collaborate. During Term 2, a new whole school programming template was developed for K-2 teachers to plan differentiated teaching of core mathematics skills (number sprints) in K-2. The Instructional Leader worked with Stage 2 teachers to develop a similar model that was adapted for use in numeracy planning and programming for years 3 and 4. These games and skills-based activities have been saved in Teams for teachers to access and build upon in 2023.

During 2022, Executive staff led whole school professional learning in reading comprehension, vocabulary development and other areas of Literacy. These sessions allowed teachers to evaluate the school's current teaching and learning programs, and delivered to all staff members, information based on current research, about the effectiveness of daily literacy blocks that encompass the six components of: phonemic awareness, phonics, vocabulary, fluency, comprehension and writing. As a result, teachers K-4 have responded to research about what works best and have started to program effective literacy blocks using quality texts. The Instructional leader began to work with teachers to develop a suggested text list of quality mentor texts used in literacy programs. This will remain a focus in 2023 in order to strengthen the literacy practices we are attempting to put in place K-6.

In Term 3, the Instructional Leader led whole school professional learning to prepare staff for the implementation of the K-2 English syllabus in 2023. A pre-survey was conducted to determine how confident teachers felt in navigating the new curriculum platform and new syllabus documents. Professional learning was aligned according to the survey's findings and staff completed a series of DoE professional micro-learning modules in response to the needs identified. Kindergarten and Year 2 teams began mapping new content to their Term 4 Literacy programs. Next year, teams will adapt and evaluate current English and mathematics programs, when required, to ensure all aspects of teaching and learning address any new syllabus focuses and content.

Next year, we plan to continue focusing on programming and building school-wide collaborative practices. Whole school curriculum planning will continue to target the development of CAPA and PDHPE scope and sequences and associated

units of work. Professional development sessions will address best practice in teaching Numeracy and further familiarisation of the K-2 Mathematics syllabus and associated units of work, to be rolled out by the DoE.

The new Assistant Principal, Curriculum and Instruction will work with Executive Staff and teachers, to analyse literacy and numeracy data, and to develop new K-6 scope and sequences for mathematics and English. As a result, an audit of mathematics resources is required to ensure that classrooms are fully equipped with sufficient manipulatives for teaching mathematics in the younger years. scope and sequence, as well as a K-6 suggested text list of quality mentor texts that are the basis of programs developed this year. Evaluation of literacy programs will also see the development of a K-6 suggested text list of quality mentor texts to be used from 2023.

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
All teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Differentiation of curriculum delivery within classrooms is evident and includes adjustments to support learning or increase challenge.	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 all students.
Staff identify and systematically promote and implement the most effective strategies to improve their teaching and learning.	100% of teaching staff participated in fortnightly team data, programming and planning meetings with the instructional leader. They attended weekly professional learning sessions and adjusted teaching and learning programs to implement the most effective strategies to improve their teaching and learning.

Strategic Direction 3: Wellbeing and Engagement

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

English language proficiency: \$56,552.00

Low level adjustment for disability: \$89,393.00

Integration funding support: \$60,492.00

Literacy and numeracy intervention: \$22,984.00

Socio-economic background: \$1,871.00

Summary of progress

CCPS generally has a very strong attendance rate. Student attendance is tracked daily and reasons for absences monitored. Teachers and parents work together to support the consistent and systematic processes that ensure student absences do not impact on learning outcomes. Students of concern are flagged and are closely monitored and if required the Home School Liaison Officer (HSLO) is contacted to support and work with the family.

Justified absences were unusually high during the year. This was owing to continual waves of COVID-19 and influenza that required students to remain at home until they were symptom free. When analysing data for Terms 2 & 3, it showed a large fall in students attending > 90% of the time to 50% and 60% respectively. However, during these terms the attendance rate was still strong at 88% and 90%. By Term 4 attendance rate was up to 93% and students attending >90% of the time was up by 13% to 73%.

During 2022, the school worked towards greater equity so all students have the resources needed to access, engage and be challenged in their learning in order to reach their potential. Various initiatives included :-

- Itinerant Support Funding supported students with Individualised Learning Plans and/or Positive Behaviour Support Plans. SLSO time was allocated to help with access to learning, social emotional as well as safety at school. Review Meetings and extra planning meetings were conducted with class teachers, SLSOs and LaST.
- Covid ILSP Funding and additional school funds were used to employ tutors to form small withdrawal groups. The focus areas for Early Stage 1 and Stage 1 were Phonics and Early number recognition and understanding. The focus for the Stage 2 groups was improved comprehension skills through reading for meaning.
- RAM Funding allowed the SLSO timetable to be extended to include Tier 1 and 2 students on L&ST caseload for a range of needs.
- Opportunities were given to high performing students who were identified under guidelines from the High Potential and Gifted Education Policy. These opportunities included the following:- Maths Olympiad, Tournament of the Minds, Young Scientist Awards, Zone Sports representation and Arts Alive.
- Year 6 students participated in a transition to high school program. This program identified those with concerns about moving to high school. Strategies to support students identified with concerns or anxiety were implemented.

Challenge and Student Engagement in Learning was a subject of investigation by the school. Students K-6 were asked the questions - *When do you love learning and when do you learn best?*

The following are examples of the wide range of responses:-

"I learn best when the room is quiet."

"I like hands-on work and I feel happy when there is group work."

"When the activity is fun."

"I like it when there is choice within an activity."

"When we don't try to fit too many things into a day."

"I learn best when my teacher challenges me."

"I enjoy the gamification of learning."

"I love learning on-line or making things."

"I learn best by myself with a little bit of background chatter."

"Love learning in a big groups in maths because you can improve when you are incorrect and learn from your friends"

"When challenges present themselves I like to improve and learn more."

From analysis of the wide range, some common threads emerged, namely:

1. Students enjoy learning that offers choice.
2. Tasks that were levelled at their ability offered pride in success more frequently.
3. Students enjoy challenge in their learning.

Next year, the school will continue to focus on providing learning that offers challenge and encourages student engagement in learning. Areas of focus will be to ensure the needs of high performing students are better met and professional learning in this area for teachers will be undertaken. Student "Voice and Choice" will be closely monitored and opportunities for student voice will be explored and offered, including a reformed Student Representative Council, leadership initiatives and greater choice in classroom learning programs.

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 by 4% or more from the school's system-negotiated target base-line.	This progress measure was unattainable this year owing to higher than normal absences. These absences were COVID-19 and influenza related.
Well-developed and evidence-based approaches, programs and and assessment processes identify and regularly monitor and review individual student learning needs. Positive, respectful relationships are evident and widespread among students and staff which ensure optimum conditions for student learning.	<p>The Learning Support Team meets weekly to discuss how to best meet the needs of students who have emotional, social or learning needs. SMART targets are created for students with identified needs in consultation with teachers and parents. These plans are updated reviewed and updated regularly.</p> <p>All learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety. Students have a strong sense of meaning and purpose.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$60,492.00</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"> • Challenge and Engagement with Learning <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 • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: All targeted students demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs. Students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision into the learning and support team meeting agenda to ensure funding use is regularly reviewed. 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's support needs.</p>
<p>Socio-economic background</p> <p>\$1,871.00</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"> • providing students without economic support, educational materials, uniform, equipment and supplementation of extra-curricular activities. <p>The allocation of this funding has resulted in the following impact: Support for students to engage with their learning by ensuring they accessed all learning experiences.</p> <p>After evaluation, the next steps to support our students will be: To continue support as needed.</p>
<p>English language proficiency</p> <p>\$56,552.00</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"> • 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"> • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff

<p>English language proficiency</p> <p>\$56,552.00</p>	<ul style="list-style-type: none"> • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact: EAL/D students were more confident and prepared to extend their language use as noted in teacher observation and work samples.</p> <p>After evaluation, the next steps to support our students will be: Continued support for targeted students identified as EAL/D. Ongoing additional support to ensure all students are developing their acquisition of English.</p>
<p>Low level adjustment for disability</p> <p>\$89,393.00</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"> • 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"> • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher • targeted students are provided with an evidence-based intervention program CLICKER to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: An increase of students achieved at or above expected growth in NAPLAN results. The school's value-add results have also improved. 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 will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$26,144.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • 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"> • Instructional Rounds - Teachers visited multiple classrooms at CCPS and other schools in the NHLC with the aim to improve student engagement school wide using evidence based approaches. • school wide professional learning to unpack the K-2 Curriculum Reform syllabus in English. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of English and numeracy, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Targeted professional learning that is aligned with the school's Strategic</p>

Professional learning \$26,144.00	Improvement Plan will be led by the executive team.
Literacy and numeracy \$31,437.00	<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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • updating reading resources to meet the needs of students • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Increased differentiated teaching through on-going formative assessment. Observations of teaching practice have shown better pitch of learning which has resulted in increased engagement.</p> <p>After evaluation, the next steps to support our students will be: To provide additional professional learning to teachers to support increased differentiation in learning programs for all students.</p>
QTSS release \$80,789.00	<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 • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional teaching staff to implement quality teaching initiatives • instructional leader working 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 the following impact: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers are embedding evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
Literacy and numeracy intervention \$22,984.00	<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"> • Challenge and Engagement with Learning

<p>Literacy and numeracy intervention</p> <p>\$22,984.00</p>	<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 • employment of trained SLSOs to support the delivery of evidence-based literacy and numeracy programs and data driven practices • 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 <p>The allocation of this funding has resulted in the following impact: Differentiated teaching through on-going formative assessment followed by targeted literacy and numeracy programs for identified students who performed below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students will be: Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$8,970.00</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 2022.</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 tutors 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. • development of resources and planning of small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>Early Stage 1 & Stage 1 - Phonics and early number recognition and understanding. Stage 2 - Comprehension for meaning</p> <p>The allocation of this funding has resulted in the following impact: The majority of the students these programs achieved significant progress towards their personal learning goals .</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school's learning and support team regular monitor students as they transition back into classrooms. To continue to provide additional in-class support for some students to meet their personal learning goals.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	224	234	227	186
Girls	218	213	190	175

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.8	96.8	96.4	93.2
1	96.0	95.8	94.9	93.0
2	94.5	97.3	94.4	91.9
3	95.5	96.2	96.5	93.2
4	95.1	96.3	92.4	91.2
5	94.8	97.1	97.0	89.2
6	94.7	95.7	96.2	92.5
All Years	95.2	96.5	95.2	92.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	11.89
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.42

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,090,292
Revenue	3,893,417
Appropriation	3,417,327
Sale of Goods and Services	18,053
Grants and contributions	444,097
Investment income	13,506
Other revenue	435
Expenses	-3,798,728
Employee related	-3,197,849
Operating expenses	-600,879
Surplus / deficit for the year	94,689
Closing Balance	1,184,981

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.

	2022 SBAR Adjustments (\$)
Targeted Total	21,693
Equity Total	143,978
Equity - Aboriginal	0
Equity - Socio-economic	1,871
Equity - Language	56,551
Equity - Disability	85,556
Base Total	2,729,125
Base - Per Capita	105,367
Base - Location	0
Base - Other	2,623,757
Other Total	378,123
Grand Total	3,272,918

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

School expectations and behaviour guidelines

Students K-6 and teachers were asked their opinions about how well the school's behaviour guidelines support a positive environment and promote a sense of belonging at school.

Students were also asked to voice the guidelines that students should follow in order to meet our 3 School Expectations :-

- Be Safe
- Be Responsible
- Be Engaged

In groups, students discussed each expectation in terms of conduct that would be suitable in the classroom, playground, assemblies, sport, excursions and school events. Students were asked guiding questions such as 'What makes you feel comfortable at school?', 'How do you want others to behave around you?', 'What makes CCPS a happy place to be?'

When the students' comments and suggestions were analysed, respect emerged as the most significant theme, this gained by how often the word was used during discussion.


Analysis of student responses showed students wanted others to :-

- respect their learning time and behave in a considerate, respectful manner in class
- respect differences of culture, religion and ability
- be kind and be fair

Students also provided ideas about ways to be safe at school and what promotes engagement in class.


Teachers addressed the same expectations. The ideas and responses of teachers and students were collated to create a set of valued and expected behaviours. The collective responses, together with any additional input from parents, formulated the new Castle Cove Public School Expectations which were launched in Term 4. The final document was presented to the school community through P&C and uploaded to the school's website.. Posters have been created for every classroom.

In 2023 the school will monitor and review the behaviour guidelines and expectations with the classes and explore initiatives that provide greater student voice such as reinvigorating the Student Representative Council and class meetings. A fortnightly theme will focus on areas such as respect, safety, engagement in learning, fairness, kindness, courage, resilience, integrity and so on.

**CASTLE COVE PUBLIC SCHOOL**
School Expectations

These expectations are for:

- playgrounds
- classrooms
- assemblies
- sport
- excursions/events



Be Safe	Be Respectful	Be Engaged
<ul style="list-style-type: none">• Move safely.• Listen to and follow instructions.• Keep your hands and feet to yourself.• Be in the right place at the right time.• Put things away.• Be responsible for your actions.• Use equipment correctly.	<ul style="list-style-type: none">• Be kind and respectful of differences.• Listen to and follow instructions.• Listen, speak and act respectfully.• Take turns.• Take care of property and equipment.• Wear the correct uniform.• Play fairly and follow the school rules of the game (e.g., handball, class games).• Help others when needed.	<ul style="list-style-type: none">• Actively participate.• Strive to do your best.• Include others.• Work as a team.• Solve problems calmly.• Persevere.• Be prepared.• Be punctual.

These expectations were compiled by staff and students from K-6.

CCPS School Expectations

CASTLE COVE PUBLIC SCHOOL - School Expectations		
These expectations are for playgrounds, classrooms, assemblies, sport, excursions and school events		
Be Safe	Be Respectful	Be Engaged
<ul style="list-style-type: none"> • Don't use or touch other people • Don't go out of bounds • Don't run on the asphalt or in the risk area • Don't run in the classroom • Push your chair in • Don't 	<ul style="list-style-type: none"> • Don't talk when other people are talking • Treat other people how you want to be treated • Treat all property with care whether it's yours or not • Have manners • Don't be rude 	<ul style="list-style-type: none"> • Put your ideas into the task • Be part of the lesson • Do your part in learning • Take part in all activities
<p>Be Safe</p> <p>Hands to yourself Walk or jog on the concrete Keep your feet to yourself Keep in sight of a teacher at school Kick balls and throw balls in the right spot at the right time</p>	<p>Be Respectful</p> <p>Let everybody play with you If your going to do something do it right Be nice to everyone and everything Take care of other peoples belongings Be polite</p>	<p>Be Engaged</p> <p>Contribute to interesting stuff Always listen in class</p>
CASTLE COVE PUBLIC SCHOOL - School Expectations		
These expectations are for playgrounds, classrooms, assemblies, sport, excursions and school events		
Be Safe	Be Respectful	Be Engaged
<p>Don't push or shove other people</p> <p>Follow the rules take turns and don't push around.</p> <p>If it is lunch you wait for second half lunch to cross the road.</p> <p>You don't jump off rocks and high stuff because you may get injured.</p>	<p>Don't Disrespect people because there different from a different country.</p> <p>Don't Bully people just because it might hurt their feelings.</p> <p>If some one is new and is from a different country you respect them and welcome them.</p> <p>In class you can't be talking when people are talking.</p>	<p>When the teacher is talking listen or you won't know what to do.</p> <p>If you talk when doing your work you won't get it done.</p> <p>If you are engaged in your work it is good and it means your working hard.</p> <p>You should have nothing in your hands when you are in the floor.</p>

Some examples of comments collated in updating CCPS Behaviour Expectations.

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.