

2022 Annual Report

Castle Hill Public School



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Introduction

The Annual Report for 2022 is provided to the community of Castle Hill 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

At Castle Hill Public School, we strive to provide an inclusive and nurturing environment where a culture of high expectations supports our students' learning. We enhance the development of all students with strong focuses on student academic growth, wellbeing and the continual development of teacher capacity. All stakeholders work collaboratively to ensure that each student is known, valued and cared for.

School context

Castle Hill Public School officially opened in 1879 and is located in a vibrant, rapidly developing residential area in Sydney's north west. The increase of infrastructure and re-zoning is changing the nature of the local community. It is expected that student enrolments will increase markedly as new high-rise apartments become occupied.

The school is well supported by an active, diverse and multicultural community. The school has in excess of 80% of students with a Language Background other Than English (LBOTE) with Mandarin, Hindi, Korean, Cantonese, Persian, Urdu and Telegu the languages most highly represented. Six students identify as Aboriginal.

Castle Hill Public School has a tradition of academic excellence with high expectations embracing the whole child and their development through a comprehensive range of learning programs that feature the integration of technology and extra-curricular opportunities such as choirs, bands, dance and sporting groups, robotics classes and leadership programs. The school's expectations of 'respect', 'responsible' and 'aspire' embrace every facet of our students' learning life.

Through our situational analysis, we have identified three areas of focus that make up our Strategic Improvement Plan. This plan builds upon the work done over the life of the previous school plan (2018-2020) with respect to focuses on reading and numeracy and continually improving teacher capacity.

1. Student growth and attainment

Through data analysis, the school has identified a mixture of system-negotiated and school-based targets in the areas of reading and numeracy which aim to build upon the good work completed over recent years. A focus will be on the explicit teaching of reading comprehension strategies to assist our students to engage with texts. Teachers will engage with the evidence base provided by What Works Best: 2020 update. Whole-school processes for collecting and analysing student data will inform our teaching and the embedding of evidence-based strategies will improve the quality of instruction for our students.

2. Connect, Succeed, Thrive

Through data triangulation, it is evident that our implementation of Positive Behaviour for Learning (PBL) Tier 1 universal and classroom systems has been highly effective. Our implementation of Tier 2 systems will empower staff with specific interventions to support students who require more intensive supports. Through our increased focus on student attendance, we will aim to ensure that student absences do not impact on learning outcomes by implementing a range of strategies in working with families where student attendance is a concern.

3. Developing Teacher Capacity and Collaborative Practice

In previous years, our school has shifted the focus on professional learning and collaborative practice to the current state where both align with the achievement of improvement measures within the school plan. We aim to extend these practices to ensure that embedded and explicit systems that facilitate collaboration and feedback are in place to further develop teacher capacity and the sharing of professional knowledge between colleagues.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy, we will ensure that our teaching practices are reflective of data analysis and are underpinned by evidence-informed strategies and embedded evaluative practice.

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.

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

School support allocation (principal support): \$54,401.00

Per capita: \$280,538.77

Integration funding support: \$138,208.00

Low level adjustment for disability: \$150,014.84

Literacy and numeracy intervention: \$48,266.82

Literacy and numeracy: \$76,829.14

Refugee Student Support: \$688.00

English language proficiency: \$502,422.00

New Arrivals Program: \$97,082.00

Aboriginal background: \$4,346.66

Socio-economic background: \$21,710.95

Summary of progress

Significant financial resources were expended in our efforts to maximise student growth and attainment through the two initiatives titled 'Personalised Learning' and 'Data Driven Practices'. Funding was directed to employ teaching staff as follows:

- Full-time teacher employed five days a week to allow a substantive Assistant Principal to act as an Instructional Leader, working primarily with Stage 2 (Year 3 and 4) classes.
- Seven School Learning Support Officers (SLSO's) employed to support identified students in the classroom and playground;
- A Learning and Support teacher (LaST) 1.5 days a week in addition to her appointment to the school 3.5 days a week to enable a full-time program to operate;
- Another full-time Learning and Support teacher (LaST); and
- Additional English as an Additional Language / Dialect (EALD) teachers that, when combined, allowed a further 7 days a week support for identified students.

Initiative: Personalised Learning

Activity: Instructional Leadership

The creation of this fulltime temporary position provided opportunities for the observation of practice related to the teaching of reading in every Stage 2 classroom, the provision of shoulder-to-shoulder differentiated support for Stage 2 teachers, data analysis that leads to differentiated instruction and opportunities to deliver professional learning regarding evidence-based strategies for improved teaching pedagogy. All Stage 2 teachers received this 1-1 support over the year.

By the end of the year, modelled and guided reading that was indicative of thorough planning and the use of explicit and research-based teaching strategies, was included as a part of regular classroom practice. This was evidenced through lesson observations and teaching programs.

In 2023, we will welcome two Assistant Principals, Curriculum and Instruction (APCI) to our school, who will continue to develop teacher capacity in teaching reading throughout the school.

Activity: Additional support for students

Through the LST, we endeavour to provide a consistent approach to early identification of students requiring support, provide explicit teaching of evidence-based reading strategies via the LaST Program, work with teachers in the collaborative design of Individual Learning Plans, establish and implement a Multi-lit Program and provide SLSO support

for identified students.

Teachers complete and implement a school-based record of intervention prior to referring a student to the LST to ensure that a consistent approach is evident throughout the school.

In 2022, the Reading Tutor - Multilit program continued with the support of a parent helper and an SLSO. Four students accessed the program and of the four students, one student grew 30WPM in reading fluency and 1 year 5 months in reading age. The other students also made progress in reading age (9 months, 12 months and 14 months).

In Term 3 and 4, the LaST trained in Minilit Sage and the school trialled this program as a remedial program for students who were not making targeted progress in Year 4. This was to fill in phonemic awareness gaps and to further support literacy improvement/ growth.

Four students were selected from Year 4. One student received individual support four times a week and the other three students received small group intervention 3-4 times a week. One student left the school. The other two students completed Minilit Part A 50 lessons and began Part B towards the end of Term 4. All students made progress in their Reading Age (2 years, 9 months and 7 months). The Minilit Program was highly valued and will remain an integral part in supporting our students in 2023.

The learning support program will continue next year with a staffing allocation of 0.7 (a teacher for three and a half days a week) to be supported by school funding so that two full time teachers will continue to work with identified students.

The number of students from a Language Background Other Than English (LBOTE) enrolled at our school continued to increase, with 867 students making up 79% of our school's student population - an increase of just over 2% in comparison to 2021. The EAL/D program supported 738 phased EAL/D students during Semester 1, through collaborative, in-class sessions. 42 classes received two or more in-class collaborative sessions with an EAL/D teacher each week, with EAL/D teachers aligned with a grade or stage. 52 students with higher English language learning needs received direct mode support (through withdrawal groups). By mid-Semester 2 due to increased enrolments, 70 students were supported directly through small group withdrawal programs, in-class collaborative sessions were increased for some classes and another EAL/D teacher was employed through NAP (New Arrivals Program) funding to cater for this.

Twice yearly, student progress was monitored through the completion of the EAL/D Learning Progressions, whereby classroom teachers in consultation with EAL/D teachers identified descriptors across each mode that students were demonstrating in reading and viewing, listening, speaking and writing, to ascertain a student's EAL/D phase. New LBOTE enrolments were screened by EAL/D teachers to assess their level of English language proficiency and appropriate provision made to accommodate them within the EAL/D program, either through in-class or direct modes of support. The online NAP application was used several times over the year to apply for funding, to ensure newly arrived LBOTE students arriving from overseas received English language support. This application enables prompt processing of student data.

In 2022, EAL/D teachers were aligned to a specific grade or stage. This created greater awareness of student need within a specific cohort, enabled more collaboration, had positive impacts on planning and improved outcomes for EAL/D students. Regular checks on ERN data ensured all student EAL/D phase data was accurate and students with the highest need, received support. Where progress of some students has not met expectations, these students have been flagged to classroom teachers for further support, potentially through the LST and access to LaST programs.

The learning needs of our Aboriginal students were catered for through reviewing and adjusting individual Personalised Learning Pathways (PLPs) in consultation with students and parents, implementing the PLP and facilitating reviews and adjustments of these throughout the year.

Aboriginal students were enrolled in Year 1, Year 2, Year 4, Year 5 and Year 6. Each classroom teacher was released to identify specific literacy, numeracy, social and cultural goals for their Aboriginal students through individual PLPs, in consultation with the student and their family. Classroom teachers were provided with the Personalised Learning Pathways guidelines.

Consultation was undertaken between classroom teachers, students and parents. All families engaged in this process during 2022. Links to acknowledging culture included making connections to texts written by Aboriginal authors and/or illustrators, appreciating Aboriginal art and delivering 'Acknowledgment of Country' during school-based events. Social goals included friendship strategies, participation in PSSA teams and attendance.

The school has continued to utilise the support of the Home School Liaison Officer (HSLO) and Aboriginal Student Liaison Officer (ASLO) to encourage and improve the attendance of our Aboriginal students which has had a positive impact.

We hope to increase both consultation and connection with families in the development of their child's PLP and involvement in wider school activities. A focus in 2023 is to seek additional activities that enable Aboriginal students to

strengthen their connection to their culture and ensure their learning and wellbeing needs are met, for example, through visiting artists or off-site learning opportunities.

Initiative: Data Driven Practices

Activity: Literacy

Teachers' reading programs were reflective of planning, clear identification of guided reading groups and were responsive to student performance levels. A data wall was created that reflected imaginative text benchmark levels (K-6) and informative text benchmark levels (Years 2-6). Our school performance is reflected in our annual progress measures (see over).

Data from the Year 1 Phonics Screening Check was used to provide additional learning support for those students requiring it as well as shaping future teaching across the Year 1 classes. The data will also be used as a reference point for future progress measures.

The results obtained in both the Check-in Assessments and NAPLAN confirm the view that while our reading performance continues to improve across the school and our results are good, it is the area where our results are not as strong as other areas of testing. Reading results for Year 6 students in the Term 3 Check-in Assessment were slightly lower than those of similar schools. This was also the case for Year 3 students in their Term 4 Assessment. Year 4 and Year 5 student results in Term 4 were slightly above similar schools. NAPLAN results are included over the page.

Reading will continue to be an area of focus with two APCI's working with all teachers, continuing to develop teacher capacity in the use of explicit, evidence-based teaching strategies.

Activity: Numeracy

Grade number baseline targets were established against selected outcomes within the following sub-strands of the Number and Algebra strand:

Kindergarten: Whole numbers, and Addition and Subtraction.

Stage 1: Whole numbers, and Addition and Subtraction.

Stage 2: Whole Numbers, and Multiplication and Division.

Stage 3: Multiplication and Division, and Fractions and Decimals.

Teachers referred to these targets throughout the year, entering evidence of achievement into the Department's PLAN2 software package. This allowed teachers to utilise the data for their own differentiated teaching but also demonstrate student achievement over time. Data collected throughout 2022 has been used to set baseline targets for achievement in 2023.

Term 3 Check-in Assessment Numeracy results for Year 6 students in the Term 3 Check-in Assessment were slightly higher than those of similar schools. This was also the case for Year 3, Year 4 and Year 5 students in their Term 4 Check-in Assessment. NAPLAN results are included over the page.

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
72.9% of Year 3 and 5 students achieve in the Top 2 bands in NAPLAN reading. (Upper bound system-negotiated target).	2022 NAPLAN results indicated our highest ever percentage of students achieving Top 2 Band performance (66.3%). We continue to work towards the achievement of this progress measure.
67.5% of Year 3 and 5 students achieve in the Top 2 bands in NAPLAN numeracy. (Upper bound system-negotiated target).	The percentage of students achieving in the Top 2 numeracy bands was 54.4%. We continue to work towards the achievement of this progress measure.

Between 74.7% and 79.7% of Year 5 students achieve expected growth in NAPLAN reading.	Expected growth data was not available as the current Year 5 cohort did not attempt NAPLAN in Year 3, 2020.
Between 74.0% and 79.0% of Year 5 students achieve expected growth in NAPLAN numeracy.	Expected growth data was not available as the current Year 5 cohort did not attempt NAPLAN in Year 3, 2020.
Value added data in Scout for K-3 continues to show Excelling. Value added data for Years 3-5 and Years 5-7 moves from Delivering to Sustaining and Growing.	No value added data for K-3 is available due to changes in the Best Start assessment in 2018. No value added data is available for Years 3-5 and 5-7 as NAPLAN was not held in 2020.
A minimum of 80% of students reading and comprehending PM texts at school-determined instructional levels for imaginative texts and where performance exceeds PM 14, informative texts as well.	80% of Year 6 students met our school target for imaginative texts. Kindergarten to Year 5 cohorts continue to work towards this target.
Baseline measures (percentages of students achieving identified stage-appropriate number and algebra outcomes) obtained and used as a reference point for future progress measures.	<p>Teachers entered assessment data for their students via PLAN2 at various points during the year. On average, the following percentage of K-5 students were either working towards or had achieved the specified number and algebra learning outcomes:</p> <p>Kindergarten: 92.5%, Year 1: 87.2%, Year 2: 98%, Year 3: 92.5%, Year 4: 88.3%, Year 5: 77.3%.</p> <p>Due to changes within the PLAN2 software to align with the new version of the learning progressions and the new K-2 Mathematics syllabus, we will need to amend some of our identified learning outcomes to reflect those now outlined in PLAN2, when collecting 2023 data.</p>
A minimum uplift of 5% of Year 1 students (from baseline measure) achieving a minimum score of 28 words read correctly and 'on track' in the Phonics Screening Check.	Our baseline measure (2021 result) showed that 75.8% of students achieved a minimum score of 28 words read correctly. In 2022, 68% of students achieved this result.

Strategic Direction 2: Connect, Succeed, Thrive

Purpose

To ensure that every student is able to connect, succeed and thrive, there will be a planned approach to developing whole-school wellbeing processes that support high levels of wellbeing and attendance.

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.

- Planned approach to wellbeing
- Attendance

Resources allocated to this strategic direction

Per capita: \$6,000.00

Summary of progress

Initiative: Planned approach to wellbeing

Activity: Positive Learning for Behaviour (PBL)

During the year, we continued to modify existing PBL classroom lessons in order to promote safe and respectful learning environments, continued to build individual and collective wellbeing through participation in programs including Pabalo's Room and Playground Games and implemented an Anti-Bullying Policy inclusive of anti-bullying lessons to ensure they built cognitive, emotional, physical and social wellbeing in students.

In 2022, 13.7% of students received one major red card, 6.2% of students received two major red cards, 2.7% of students received three major red cards and 5.4% of students received more than three major red cards over the school year.

We continued a weekly data collection process that summarised the previous five school weeks to enable student identification for inclusion in Tier 2 interventions. Evidence-informed programs including social skills and resilience programs were implemented for students as a result of data analysis. Playground interest activities were introduced to provide a strategic, system level approach to targeted students requiring additional support and Check in - Check out strategies were implemented with identified students.

Activity: Student Voice

Elected students in Years 2-6 served as class representatives in the school's Student Representative Council (SRC). Students were involved in decision-making initiatives within the school as well as the organisation of fundraisers to support flood-impacted Condong Public School as well as a tin-drive to support the Carevan Blacktown community. SRC representatives completed an evaluation at the end of the year with all students reflecting positively on the experiences they had as a student leader.

Students participated in the annual Tell Them From Me survey with 84% of students believing they maintained positive relationships, 93% reporting that they displayed positive behaviour at school and 82% indicating that they tried hard to succeed in their learning.

Initiative: Attendance

Activity: Attendance

Throughout the year, we implemented a range of strategies to ensure that student attendance was as high as possible. These strategies included fortnightly monitoring of students with attendance of less than 80% with the HSLO, daily monitoring of attendance for students of concern, information about attendance shared with families (including in community languages), holding meetings with parents to discuss attendance and to support them to improve student attendance, the inclusion of attendance goals for targeted students with awards aligned to our PBL system and the collection of five weekly rolling analysis of student attendance data for students attending less than 85% of the time to monitor, target and improve student attendance. Despite these measures, the impact of COVID and relevant Public

Health Orders on our student population is reflected in the percentage of students who did attend school more than 90% of the time in Semester 1. Results are summarised below.

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
94.7% of students reporting Expectations for Success, Advocacy and Sense of Belonging at School. (Upper bound system-negotiated target).	78.3% of students reported a positive sense of wellbeing. A further 14% of students reported a neutral sense of wellbeing.
A reduction in the number of major negative behavioural incidents for each child receiving Tier 2 intervention support.	<p>Over the year, 18 students accessed Tier 2 intervention support.</p> <p>'Pabalo's Room' was attended twice a week by eleven students across Years 1-4. Students received a formal lesson which focused on developing the following skills: how to be a good friend, how to ask to join in a game, how to take turns, and how to bounce back when you lose in a game. Students also had an opportunity to practice their skills in a follow up session during the week. The impact of these sessions is evident in a reduction in negative slips.</p> <p>The Check in Check Out Program was made available to two students throughout the year.</p> <p>In Term 4, the 'Bounce Back' acronym was introduced to students across the school and each class delivered the first of many lessons to be implemented across the school year. Students and teachers are becoming more familiar with the Bounce Back terminology as evidenced in their daily use of the term.</p> <p>In 2023, the school will continue to operate Tier 2 interventions in addition to a lunchtime drawing group on blue playground, a chess group in our musical garden and a 'Connect 4' group on Red playground.</p>
95.7% of students attending school more than 90% of the time. (Upper bound system-negotiated target).	56.9% of students attended school more than 90% of the time. This percentage was slightly higher than state average attendance and slightly lower than schools in the same Principal network as well as SSSG schools. This percentage measures attendance in Semester 1 only each year. The impact of COVID and relevant Public Health Orders on our student population is reflected in these percentages.
<p>At least 40% of Year 4, 5 and 6 students will have scores that place them in the desirable quadrant with high skills and high challenge.</p> <p>A maximum of 32% of students will be confident of their skills but not find classes challenging.</p> <p>A maximum of 20% of students will not be confident of their skills and find classes challenging.</p>	<p>26% of Years 4, 5 and 6 students had scores that place them in the desirable quadrant with high skills and high challenge.</p> <p>40% of students reported being confident of their skills but did not find classes challenging.</p> <p>24% of students lacked confidence in their skills and found classes challenging.</p>

Purpose

In order to improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff collaborate effectively to embed evidence-based explicit teaching practices into their pedagogy. This will be supported by staff engagement in high-impact professional learning that will facilitate the achievement of individual, team and whole-school goals.

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.

- High Impact Professional Learning

Resources allocated to this strategic direction

Beginning teacher support: \$45,651.00

Professional learning: \$65,639.90

QTSS release: \$207,547.33

Summary of progress

Initiative: High Impact Professional Learning

Activity: Differentiated Professional Learning

In 2022, all class teachers identified reading group instruction as a PDP goal and expressed a need to receive further professional learning around how to structure and run their reading groups. All 45 classroom teachers were provided with an opportunity to observe a nominated peer's literacy session twice throughout the year. 17% of teachers opted to observe a teacher on their grade for the purpose of consolidating their understanding of how to support their readers. Similarly, 20% sought to observe teachers on K-2 grades and this was often to observe how to support struggling readers accessing lower PM Benchmark levels. The remaining 63% sought to observe classes where students were demonstrating greater reading proficiency.

23 teachers across the school identified developing their understanding of Numeracy through their PDP goals. Six Year 1 teachers accessed targeted professional learning in 'Differentiation in the K-2 classroom'.

A further seven teachers accessed Professional learning titled 'Patterns and Place Value in the K-3 classroom'. Additionally, a further four teachers completed professional learning around how to identify and support students with dyscalculia.

18 teachers identified understanding and supporting complex behaviour as a PDP goal. As a result, these teachers attended targeted professional learning in the following areas:

Six teachers attended professional learning with respect to supporting students with an autism diagnosis, five teachers in understanding and supporting ADHD students, three teachers in supporting students with dyslexia, two teachers in supporting students with selective mutism and two teachers in how to support students exhibiting anxiety.

Activity: Collaborative Learning

Teachers were released from class for a half day every three weeks to participate in collaborative learning sessions. Sessions included development of teaching and learning programs based upon data, entering data into PLAN 2, data analysis and professional dialogue focused on evidence-based teaching strategies. Teachers indicated via two surveys (school survey based upon LEED survey-2020) and the Tell Them From Me (TTFM) survey, that they were comfortable with collaborative practices in the school. Evidence of the impact of our CLS sessions is reflected in the increased use of explicit literacy and numeracy teaching strategies as demonstrated through teacher programs and observations.

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
School survey (based upon LEED survey - 2020) demonstrates improvement in the school average score within the 'Professional Learning' concept to 4.2.	Analysis of the school survey demonstrated that the school average score within the 'Professional Learning' concept remained constant at 3.8 within a five-point scale.
TTFM teacher survey demonstrates improvement in the 'Collaboration' driver of student learning to a score of 8.2.	The 'Collaboration' driver of student learning score improved to a score of 7.9 out of 10.
School assessment using the School Excellence Framework (SEF) shows at least 'Sustaining and Growing' in the themes of Collaborative Practice and Feedback, and Professional Learning.	After self-assessment against the School Excellence Framework, we believe that we are working within 'Sustaining and Growing' in the Professional Learning theme and are working within 'Excelling' for the Collaborative Practice and Feedback theme.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$688.00</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"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support. <p>The allocation of this funding has resulted in the following impact: Students recorded improvement in school-based benchmark measures.</p> <p>After evaluation, the next steps to support our students will be: Continuing with SLSO support to address learning needs as identified through teacher observation, assessments and school-based data.</p>
<p>New Arrivals Program</p> <p>\$97,082.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Castle Hill 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing specialist teachers to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: 94% of students progressing from the beginning phase to either the emerging phase or developing phase. 63% of students progressing from emerging phase to either the developing phase or consolidating phase.</p> <p>After evaluation, the next steps to support our students will be: Employment of further staff to provide increased levels of support for identified students.</p>
<p>Integration funding support</p> <p>\$138,208.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Castle Hill 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"> • Personalised 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 • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students making progress towards the achievement of stage-appropriate</p>

<p>Integration funding support</p> <p>\$138,208.00</p>	<p>learning outcomes and where required, demonstrating greater appreciation of school expectations and increased social skills to further the development of positive interactions with peers in both the classroom and playground.</p> <p>After evaluation, the next steps to support our students will be: To adjust the use of integration funding in response to changing student needs to ensure that these needs are met.</p>
<p>Socio-economic background</p> <p>\$21,710.95</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Castle Hill 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Year 3 NAPLAN reading average scores above state but slightly below statistically similar school groups (SSSG) average. All other aspects of literacy testing were slightly above SSSG averages.</p> <p>Year 5 reading average scores above state but below SSSG average. All other aspects of literacy testing were slightly above SSSG averages.</p> <p>Year 3 NAPLAN numeracy average scores above state and SSSG average. Year 5 numeracy average scores above state and slightly below SSSG average.</p> <p>Term 4 Check-in Assessment results showed that the number of questions answered correctly (as a percentage) was significantly higher than state for all cohorts for all aspects of testing. In comparison to SSSG schools, Results were as follows:</p> <p>Year 3 reading was slightly lower than SSSG and Year 3 numeracy was higher;</p> <p>Year 4 reading and numeracy was higher;</p> <p>Year 5 reading and numeracy was slightly higher;</p> <p>Year 6 reading was slightly lower than SSSG and numeracy was slightly higher.</p> <p>After evaluation, the next steps to support our students will be: To continue to support explicit teaching and research-based instructional strategies with quality resources that provide optimal learning experiences for all students.</p>
<p>Aboriginal background</p> <p>\$4,346.66</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Castle Hill 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$4,346.66</p>	<ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: All Aboriginal families engaging in the PLP process. Links to acknowledging culture included making connections to texts written by Aboriginal authors and/or illustrators, appreciating Aboriginal art and delivering 'Acknowledgment of Country' during school-based events. Social goals included friendship strategies, participation in PSSA teams and attendance.</p> <p>After evaluation, the next steps to support our students will be: To continue to support our Aboriginal students via the PLP process and ensure that support is provided to allow the achievement of individual goals.</p>
<p>English language proficiency</p> <p>\$502,422.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Castle Hill 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: The EAL/D program supported 738 phased EAL/D students during Semester 1, through collaborative, in-class sessions. Twice yearly, student progress was monitored through the completion of the EAL/D Learning Progressions, whereby classroom teachers in consultation with EAL/D teachers identified descriptors across each mode that students were demonstrating in reading and viewing, listening, speaking and writing, to ascertain a student's EAL/D phase.</p> <p>This information was collected in May and again in November. Throughout the year, new LBOTE enrolments were screened by EAL/D teachers to assess their level of English language proficiency and appropriate provision made to accommodate them within the EAL/D program, either through in-class or direct modes of support. Regular checks on collected data ensured all student EAL/D phase data was accurate and students with the highest need, received support. Progress of some students has not met expectations and these students have been flagged to classroom teachers for further support, potentially through a LST referral and access to LaST programs and/or external support. Parents were informed twice yearly of their child's EAL/D phase and type of support their child received, through semester-based school reports.</p> <p>Collaborative planning sessions took place early in the year, where the supporting EAL/D teacher and classroom teacher had an opportunity to meet and discuss how in-class support sessions would operate and the needs of the students who were to receive this targeted, in-class support. EAL/D teachers were also involved in ongoing dialogue through meetings with each grade team to ensure all students were catered for. This enabled classroom teaching and learning programs to be adjusted, EAL/D teachers modelling explicit strategies to classroom teachers and the needs of EAL/D learners supported.</p> <p>After evaluation, the next steps to support our students will be: The EAL/D team will continue to utilise collaborative planning sessions and involvement in grade professional learning meetings to impact on modifications to teaching and learning programs to ensure the needs of all EAL/D learners are met. Screening of new LBOTE enrolments will continue to ensure that student EAL/D phase data is accurate and current. Regular data collection, analysis and review of student progress will continue within the EAL/D team.</p>

<p>Low level adjustment for disability</p> <p>\$150,014.84</p>	<p>Low level adjustment for disability equity loading provides support for students at Castle Hill 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Teachers complete and implement a school-based record of intervention prior to referral to the LST to ensure that a consistent approach is evident throughout the school. A Multi-Lit program continued. SLSO support continues to be provided for identified students both in the classroom and playground to cater for individual needs.</p> <p>After evaluation, the next steps to support our students will be: We will continue to employ SLSO's to support the varying needs of our students.</p>
<p>Professional learning</p> <p>\$65,639.90</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 Hill 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"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teachers engaging in professional learning opportunities both within and outside the school that related to individual and team goals as documented in PDP's and / or school priorities as outlined in the Strategic Improvement Plan. <p>The allocation of this funding has resulted in the following impact: Early career teachers obtaining 'Accreditation at Proficient Teacher' status. Teachers utilising their knowledge to implement an increased range of evidence-based strategies.</p> <p>After evaluation, the next steps to support our students will be: Teachers will continue to develop their professional knowledge to cater for all learning needs within their classrooms.</p>
<p>Literacy and numeracy</p> <p>\$76,829.14</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Castle Hill 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact:</p>

<p>Literacy and numeracy</p> <p>\$76,829.14</p>	<p>A significant increase in the number of students able to access learning support programs.</p> <p>After evaluation, the next steps to support our students will be: To continue to support students' learning by employing additional staff to deliver targeted intervention programs.</p>
<p>QTSS release</p> <p>\$207,547.33</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Castle Hill 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"> • High Impact Professional Learning <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 <p>The allocation of this funding has resulted in the following impact: Teachers were released from class for a half day every three weeks to participate in collaborative learning sessions. Sessions included development of teaching and learning programs based upon data, entering data into PLAN 2, data analysis and professional dialogue focused on evidence-based teaching strategies. Teachers indicated via two surveys (school survey based upon LEED survey -2020) and the Tell Them From Me (TTFM) survey, that they were comfortable with collaborative practices in the school. Evidence of the impact of our CLS sessions is reflected in the increased use of explicit literacy and numeracy teaching strategies as demonstrated through teacher programs and observations.</p> <p>After evaluation, the next steps to support our students will be: To continue to ensure that teaching practices are evidence-based and differentiated learning sequences for students are based upon the collection of data. This includes the increased use of PLAN2 to record student achievement in numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Castle Hill 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: The learning support program occurs five days a week across both K-2 and 3-6 with two teachers employed. The literacy / numeracy staffing intervention funding when combined with the school's staffing allocation has allowed this to occur. The K-2 LaST program supported 18 students while the 3-6 LaST program supported 36 students. Of these 54 students, 66% demonstrated measurable reading growth over the year.</p> <p>After evaluation, the next steps to support our students will be: To continue to offer this additional support to students who require it.</p>
<p>COVID ILSP</p> <p>\$17,939.00</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</p>

<p>COVID ILSP</p> <p>\$17,939.00</p>	<p>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 teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: The majority of students included in the program achieving the established numeracy learning goals.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of numeracy small group tuition using data sources to firstly identify students and then to identify their specific needs.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	514	541	571	540
Girls	507	541	563	563

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.1	90.7	94.3	89.2
1	94.6	91.4	94.7	89.2
2	94.1	90.7	94.7	90.6
3	94.7	92.0	96.2	89.7
4	94.8	92.8	95.3	90.2
5	94.1	91.1	95.9	89.3
6	92.6	89.7	93.4	89.2
All Years	94.0	91.2	94.9	89.7
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
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	40.31
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.6
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	6.27

*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	744,723
Revenue	9,935,635
Appropriation	9,376,362
Sale of Goods and Services	30,943
Grants and contributions	518,258
Investment income	9,316
Other revenue	756
Expenses	-9,420,074
Employee related	-8,526,600
Operating expenses	-893,474
Surplus / deficit for the year	515,561
Closing Balance	1,260,284

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	138,896
Equity Total	678,494
Equity - Aboriginal	4,347
Equity - Socio-economic	21,711
Equity - Language	502,422
Equity - Disability	150,015
Base Total	7,328,364
Base - Per Capita	286,539
Base - Location	0
Base - Other	7,041,825
Other Total	642,637
Grand Total	8,788,391

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

Each year, schools are required to seek the opinions of students, teachers and parents about the school. This year, students in Years 4-6, teachers and parents were asked to complete the relevant 'Tell Them From Me' surveys.

Highlights from each of the surveys are included below:

Students:

98% of girls and 87% of boys surveyed felt that they displayed positive behaviour at school.

89% of girls and 83% of boys surveyed believed that schooling is useful in their everyday life and will have a strong bearing on their future.

84% of girls and 80% of boys surveyed felt that they tried hard to succeed.

86% of girls and 82% of boys surveyed felt that they had positive relationships with their friends.

Staff:

Of the eight drivers of student learning (leadership, collaboration, learning culture, data informs practice, teaching strategies, technology, inclusive school and parent involvement), our staff considered that the school's inclusiveness (8.0), teaching strategies (8.0), learning culture (8.0), collaboration (7.9) and data-informed practice (7.7) were particular strengths on a ten point scale.

Parents:

Of the seven survey measures contained in the parent survey (parents feel welcome, parents are informed, parents support learning at home, school supports learning, school supports positive behaviour, safety at school and inclusive school), our parents felt that safety at school (7.5), supporting positive behaviour (7.5), making parents feel welcome (7.2) and school supports learning (6.9) were particular strengths on a ten point scale.

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.