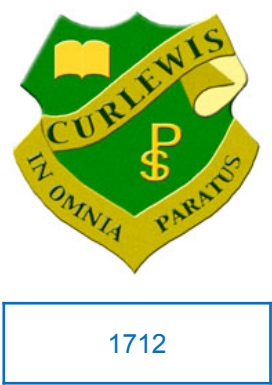


# Curlewis Public School

## Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Curlewis Public School as an account of the school's operations and achievements throughout the year.

I would like to thank everyone who has supported Curlewis Public School this year including the P&C, parent and community volunteers and our community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is balanced and genuine account of the schools achievements and areas for development.

Pete Baum

Teaching Principal

### School contact details

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### Message from the Principal

It is with pleasure that I present Curlewis Public School's Annual School Report for the 2016 school year. This report is prepared within the guidelines set by the Department of Education (DoE) and contains specific information about our achievements and initiatives throughout the year.

Our 2016 Annual School Report contains information specifically relating to the NSW Department of Education major reform areas. The reforms that have significantly impacted on Curlewis Public School are: Great Teaching Inspired Learning, Every Student Every School, Local Schools Local Decisions, the Rural and Remote Blueprint for Action, The School Excellence Framework and Early Action for Success. This report also shows how funding specific to our school was spent including valuable RAM funds in Aboriginal Education, Location, and Socio Economic Background, as well as our involvement in the highly valued Early Action for Success phase 1 initiative.

Throughout 2016, our school continues to undergone massive changes, both physically, culturally and in the curriculum we teach our kids. The reason we have continue to make these significant changes is to ensure the environment where your kids come to school is both welcoming and engaging.

Our school staff continue to focus on quality teaching to ensure a positive learning experience for every child. Throughout 2016, we have developed innovative teaching programs and targeted learning opportunities that place our students at the forefront of 21st education. This year to ensure K/1/2 have had a great start to school we have continued the Early Action for Success programme. Our data shows us the program is working and will be extended into our 2/3/4 classroom in 2017. Students in 3/4/5/6 have also had many academic successes throughout the year and have enjoyed the accolades.

Our students have had many other magnificent highlights which have showcased their skills, from Public Speaking, Spelling Bees, to sporting success, excursions and of course our school band and now a choir. The school itself physically continues to undergo many significant physical changes this year, with the goal always being to improve the overall educational environment at the school. We know we are on the right track as visitors feel welcome at Curlewis and are simply blown away by the changes. Our school is now somewhere that students and staff feel inspired in and proud of. The positive changes at the school have only being possible with the support of so many parents, students, community members, staff and volunteers and I sincerely say thank you for your support of our school.

Finally, I would like to thank a few specific groups for making 2016 a great year. Our P&C, the Curlewis Community, our students and my staff. All who go above and beyond for the students of our school. Your support in 2016 has been truly exceptional and amazing, just like our school students and staff!

Pete Baum

# School background

## School vision statement

**We deliver excellence, opportunity and success for all students** (in an innovative and caring small school learning environment.)

### Student Equity and Excellence

At Curlewis Public School our core focus is on providing all of our students with opportunities to become successful 21st Century learners. Our students are confident, creative, informed citizens who are educationally supported through high quality programs that are designed to benefit and empower every individual student with a strong focus on equity and excellence through successful education.

Curlewis Public School provides an exceptional learning environment which is focused on supporting students to reach their full individual potential and achieve personal excellence through academic learning, physical activities and developing life skills that enable them to embrace life's opportunities and challenges in our ever changing world.

We will achieve this through ensuring Quality Teaching and Learning practices in every classroom, positive student well-being programs and active **partnership with families and the Curlewis Community** that promote involvement in school life. font-family:

Our Vision is consistent with the **Melbourne Declaration**:

- It is about **equity**: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.
- It is about **excellence**: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team
- It is about **success as a learner**: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

## School context

Curlewis Public School has a student population of 41, with approximately 30% of students identifying as Aboriginal or Torres Strait Islander. Our thriving small school is well resourced and is set in spacious grounds within the rural village of Curlewis. The nearest regional centre is the township of Gunnedah (19km to the North).

Our school receives a significant boost in funding through the Resource Allocation Model as a result of the school's family occupation and education Index (FOEI) level of 188 which is above the average of 100, thus indicating a high level of socio-economic disadvantage. Our teaching and learning, student well-being and parent and community participation programs are designed to overcome this disadvantage and ensure our students have the opportunity to achieve outstanding learning outcomes.

We promote quality education for all of our students in a happy, safe and caring school environment through our strong focus on literacy and numeracy skills and continuing effort to provide a variety of extra curricula activities to extend our student's learning opportunities. Student learning outcomes as measured by NAPLAN indicate that the school performs above the level of most similar schools.

Our staff are focused on delivering 21st Century learning initiatives that promote cutting edge educational opportunities for all of our students. The school has supported this through the development of quality teaching programs and its continuing heavy investment in technology. Currently a significant investment is being made in re-modelling and improving our school library, developing a functioning community room and updating band and educational resources.



# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### Learning

In the domain of Learning we believe our school is delivering. In 2016, our efforts have been primarily focused on the elements of learning culture, wellbeing and curriculum and learning.

Students and staff at Curlewis Public School continue to focus in developing an evolving environment of high expectations that promotes positive student wellbeing, behaviour and strong student participation in curriculum and learning. Students are taught to accept responsibility for their learning and behaviour and are provided with explicit lessons in goal setting and social skills through the You Can Do It Program. Through programs such as the SRC and Little Stars buddie program students contribute to the wellbeing of others.

The productive learning environment at Curlewis Public school is underpinned and supported by positive relationships. The School Learning Support team continues to implement practices to identify, address and monitor individual student learning needs catering for all student groups. The employment of additional School Learning Support Officers and Teachers support the delivery of targeted interventions for students requiring additional assistance. These tiered and targeted interventions include Speech Therapy, Pre-Lit, Mini-Lit and Multi-Lit. They are having a positive impact on student learning outcomes.

The school access external agencies and providers to provide opportunities for all students. We have partnerships with Ooranga, Winanga-Li, Benevolent Society, NSW LALC, Hunter New England Health and Gunnedah Speech Pathology. These partnerships have a positive impact on student wellbeing and connectedness to school and learning. Our school also provides a range of extracurricular learning opportunities and activities that support the development of students in areas such as music, sport, art and student leadership.

In 2017, we will build on these achievements with the continuing review into well-being practices at Curlewis Public School to ensure we maintain the collective responsibility for student learning and success. This will be further supported with the introduction of our extended transition program.

### Teaching

In the domain of Teaching we believe our school is sustaining and growing. Our major focus areas have been effective classroom practice, data skills and collaborative practice.

Effective classroom practice and collaborative practice at Curlewis Public School has been enhance through the support of our Instructional Leader leading the focusing on quality teaching in the early years. This support has been enhance by planned peer observations and feedback (teachers observing other teachers) for the sharing of a variety of effective teaching strategies. Our focus on improving the delivery of a consistent curriculum has supported increased student engagement. This collaboration has included the develop and refinement of K-6 scope and sequences and improved curriculum planning.

Data Skills and use of assessment information to monitor and develop student learning progress has allowed for personalised learning activities to be developed. This has been supported through targeted tiered interventions as needs arise. Student learning is further supported by individual providers providing specific expertise, specifically in speech and occupational therapy.

Teachers and school staff with particular skills set and areas of expertise contribute to the broader school programs by taking on roles such as band and music teacher, performing arts coordinator and sporting coaches. Staff participate in a range of school, regional and state committees to ensure our knowledge base and involvement in educational discussions and decisions is informed.

In 2017, we will continue to build on these achievement by developing stronger relationships with partner schools to support the ongoing professional development of teachers. We will continue to develop and build the sustainability of the Early Action for Success program which will receives significant reduction in state based funding in the 2017-2020 period.

## Leading

In the domain of Leading we believe our school has had a positive shift in 2016 to sustaining and growing. Our major focus areas have been management practices and process and leadership.

Throughout 2016, there has been strong leadership focussed on ensuring that all staff, parents and community members knew the priorities of the school plan and had the opportunity to provide input towards 2017 planning. Our school prides itself on the ability to build leadership in our students and staff through responsibility. This is further supported by school principal and instructional leader who worked effectively with staff to ensure a safe and productive learning environment focussed on the delivery of quality teaching in classroom exists for all.

The school leadership team has also established clear processes for National Collection of Data for students with a disability. The new Library cataloguing and stocktaking system, Oliver, has been implemented successfully. We also successfully completed a school financial and WH&S audit. As the direct result of discussions with parents and community members in our annual Local Schools Local Decisions meeting, the Parent Online Payment resource has been introduced in late term 4.

In 2017, we will continue to work with our school community to develop a school plan for 2018–2020 to focus on :

- learning needs of students based on agreed directions, practices and educational priorities.
- continued self assessment process to refine our strategic priorities.
- focus on continual improvements in the delivery of education to our students.

Additionally in 2017, we will also be focussing on the introduction of LMBR a new finance, student wellbeing and human resource software system for the management of school administration..

The achievements of Curlewis Public School are outlined in the following pages of the annual school report. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### EXCELLENCE IN LEARNING THROUGH INCLUSIVE CURRICULUM

#### Purpose

This direction seeks to empower every student with the essential skills and attributes to adapt to our rapidly changing world, by promoting excellence in learning through the delivery of a quality inclusive curriculum.

To provide every student with tailored learning experiences that engage and support them with the opportunity to excel, and achieve the highest possible learning outcomes in all aspects of their schooling.

To engage teachers in the process of developing their professional knowledge and quality teaching practices in order to ensure high quality, effective teacher performance that promotes improvement in student learning outcomes.

#### Overall summary of progress

As a school, 2016 was the second year of the three year improvement cycle. Our focus on providing staff with appropriate professional learning and support to improve teaching practice to successfully implement new curricula is having positive outcomes for students. Through the utilisation of the AITSL teaching standards to identify weaknesses, teachers have been able to work collaborative with peers to further develop their teaching skills. Teachers successfully implemented and valued the Personal Development Framework to set goals to improve their teaching.

Our continued school-wide focus on improvement and achievement in literacy and numeracy has enabled us to achieve significant progress in this strategic direction through professional learning for teachers and the allocation of time and resources to plan, deliver, gather data, evaluate and future plan. Our involvement in the Early Action for Success program, has allowed us to incorporate the L3 program (Language, Learning and Literacy) and the TEN Numeracy program (Targeting Early Numeracy), have not only improved the students' progress but have given them the skills and confidence to progress further.

The ability to monitor and plan student progress in literacy and numeracy by using the PLAN data has enabled us to improve our early identification and intervention strategies and provide stronger more focused support to individual students. The implementation of the new Mathematics and English syllabus using explicit teaching has resulted in improved student engagement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved NAPLAN performance with more students in higher bands, and fewer in the lower bands. An increase number of students performing above the national minimum standards in the NAPLAN assessments.	<p>In 2016, we made significant gains in improving writing and spelling standards across K–6 and improving Literacy / Numeracy Teaching across K–6 by utilising 21st Century pedagogy to engage students and develop higher expectations.</p> <p>– Students utilise technology as a tool in 3/4/5/6 to enhance curriculum understandings.</p> <p>– We provide targeted intervention and LaST support to students who require additional assistance.</p> <p>– The effect of L3K (Kindergarten) and EAFS on increasing reading benchmarks and all students meeting minimal standards in year 2.</p>	<p>Socio–Economic – \$55000</p> <p>Aboriginal Background \$22000</p>
Improved number of K–2 students reaching state benchmarks against the Literacy and Numeracy Continuums.	<p>In 2016, we continued to build teacher capacity to incorporate and differentiate curriculum strategies, which meet the specific learning goals and needs of their students, into their teaching practice for 21st Century Learning. This was supported by our School's Instructional Leader under the Early Action for Success Program. We built staff capacity by</p>	<p>Early Action for Success \$23000</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved number of K–2 students reaching state benchmarks against the Literacy and Numeracy Continuums.	<p>supporting L3K with our Kindergarten teacher completing the L3K course during term 1 and commencing OPL, 2016</p> <p>Teachers had access to high quality in–class professional learning through the Instructional Leader in the areas of K–2 Literacy and Numeracy, as well as accessing external professional learning activities and events.</p> <p>Our School focused on in–house TEN training for all staff so there was a common language across all staff (this training was provided to casual staff to ensure continuity).</p> <p>Early identification of students requiring learning support and individualised programs was continued.</p> <p>Targeted meetings between LaST and classroom teachers were scheduled to occur every 5 weeks to respond to Tier 1, Tier 2 and Tier 3 intervention needs in the K/1/2 Classroom and the changing need of students in the 3/4/5/6 classroom. PLAN data was utilised K–6.</p>	
Teacher self–assessments using AITSL standards pre and post intervention show improvement in teaching ability.	<p>In 2016 we further improved the quality of teacher self–evaluation and teaching practice with support from the Personal Development Framework for teachers.</p> <p>Our teachers built capacity through:</p> <p>Revisiting the AITSL standards</p> <p>Collegially developing professional goals and self–assessing their individual progress towards achieving their individual goals.</p> <p>Developing an classroom observation checklist for Proficient and High Accomplished (Assistance from Director).</p>	Professional Learning \$2000
Teacher feedback on Tell Them from Me survey shows increased confidence in teaching practice.	Staff feedback was sort from each staff member when discussing future directions for the school as to the impact of the high level of support and guidance provided by the Instructional Leader / Principal; reviews showed confidence was building in teaching practices across the school.	\$0
The school leadership team demonstrates instructional leadership, promoting effective evidence based practise.	<p>The school leadership team underwent training in leading and managing the school.</p> <p>All Staff were provided with Instructional Leadership support from Instructional Leader, Principal or Mentor Teacher.</p>	Professional Learning – \$20000

## Next Steps

In 2017, the program and professional learning from 2015 and 2016 will be maintained and embedded in the school culture. To further build on the success of the year our school will:

- Continue to support Professional Learning of staff in L3 Kindergarten program and support previously trained staff in a repeat OPL year during 2017.
- Adapt the L3 pedagogy into all stages across the school.
- Introduce a strengthened transition program for Kindergarten students to ensure a great start.
- Reduce class sizes to allow for in-class intervention model and greater curriculum differentiation.
- Provide Professional Learning for new staff not currently trained in the TEN program. Additionally resources to further support the program will be purchased.
- Provide ongoing Professional Learning in the area of comprehension.
- Continue to track and monitor the students' literacy and numeracy achievement using the continuums and the PLAN software to tailor and personalise each students learning.
- Teachers to participate in Tell Them From Me Surveys.
- Teachers to provide and receive planned formative feedback from peers including those within our community of schools, school leaders and students to improve teaching practice.
- Continued use of learning support personnel and Instructional Leader to guide staff to strategically implement learning plans for targeted students.
- Utilisation of data to inform key decisions and guide Literacy and Numeracy teaching practice to meet the needs of students and achieve curriculum outcomes.
- Continue to develop strategies through professional learning to support student engagement, regulation and learning directions.



## Strategic Direction 2

### STRONG SCHOOL CULTURE FOCUSED ON STUDENT AND STAFF WELLBEING

#### Purpose

This direction seeks to ensure that students, staff, families and the community feel that the school cares and provides an outstanding learning environment that supports student and staff well-being and values the views and opinions of all.

To provide every student with a safe, productive 21st Century learning environment that is engaging and focused on catering for student and staff welfare needs.

To engage and provide all key stakeholders with the opportunity to increasingly contribute to making local decisions.

#### Overall summary of progress

Community confidence in Curlewis Public School continues to grow. We have made significant improvements in the relationship the school and staff have with students, parents and community. Additionally we are currently working hard to demonstrate to the local community our significant gains in improving education for students. Our continual efforts to upgrade learning environments; further develop and replace dated resources for teaching aligned to NSW National Curriculum is promoting a shift to 21st Century learning. Our school band and library are now functional and students are enjoying learning in these areas. The introduction of the Local Schools, Local Decisions annual meeting open to parents and community members is driving change in the school.

Throughout 2016, the school leadership team and teaching staff have worked consistently to improve community perceptions and further develop our practices so that our school is more student, staff and parent friendly. We have upgraded and reallocated teaching and learning spaces by completing long overdue maintenance and have worked hard to involve parents and the community in the decisions that are made at school. These decisions have ensured school executive can support all areas of the school more effectively. Additionally we completed upgrading the community room and we are providing increased opportunities for parents and community to contribute to the school. We have completed the second year of our 5 year rotational plan to improve school facilities with 35% of outstanding long term maintenance issues. This has resulted in a change in culture in our classrooms, with the expectations of students and staff raised and continuing to raise as students and staff achieve goals. Finally, also thank you to our wonderful P&C had a tremendous year raising over \$19,000.00 to support programs and provide resources for students at the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School is rated as 'building' or 'sustaining' on all seven dimensions of the School Assessment Tool – Reflection Matrix.	<p>Our progress so far:</p> <p>We are Sustaining our skills in:</p> <ul style="list-style-type: none"><li>– Communicating</li><li>– Consultative decision making</li><li>– Collaborating beyond the school</li></ul> <p>We are Building our skills in:</p> <ul style="list-style-type: none"><li>– Connecting Learning at Home and School</li><li>– Building Community and Identity</li><li>– Recognising the role of the family</li></ul> <p>We are Developing our skills in:</p> <ul style="list-style-type: none"><li>– Participating</li></ul>	<p>Teaching Principal \$1000</p> <p>Socio Economic \$5000</p> <p>Total \$6000</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student's negative behaviours are reduced and suspension rates decline.	We had 62 documented cases of poor student behaviour choices in 2016 where principal redirection or intervention was required..	Socio Economic Background \$5000
Student, Parent and Staff surveys demonstrate greater confidence in the school's welfare programs.	<p>Parents and Community members indicated through discussions and verbal surveys that Curlewis Public School was continuing to undergoing a significant cultural shift. Parents of students at Curlewis Public School indicated that they now felt comfortable and were very happy to approach school staff to discuss concerns and appreciated the positive phone calls and feedback they were receiving from the School Principal and teachers.</p> <p>Parents were pleased with the increased focus on student achievement and accomplishments and felt they were kept more informed.</p>	Socio Economic Background \$1000
Collaborative feedback and reflection is used to promote and generate learning and innovative practices.	Collaborative feedback has become a stronger focus amongst teachers and staff as part of the PDP process. Teachers work collaboratively with students, staff and the parents and the community to achieve the common goals of improving learning and being innovative.	Socio Economic Background \$1000
The school uses feedback from key stake holders to show greater satisfaction with the school's welfare practices to further developed and enhanced in response to school community Feedback.	<p>The school utilised feedback from students, staff, parents and community members to engage in discussion about student needs. Parents and Community members remain pleased with the high expectations in classrooms and frequently comment about the friendly, calm, welcoming feeling that is now present when entering the school.</p> <p>School attendance rates have shown a sizable improvement which clearly indicates students are feeling more confident at school.</p>	Socio Economic Background \$1000

## Next Steps

In 2017 a continued focus on promoting parent and community members involvement will be a key priority.

- The You Can Do It program that was reintroduced in 2016 will be further enhanced and valued.
- We need to continually develop positive community partnerships involving community members in future school developments.
- We have refined our tracking of student behaviour in classrooms and at a school level.
- On review of the School Excellence Framework in late 2016, we identified that we were now actually sustaining and growing in this area. Our goal for 2017 is to maintain this level.
- We need to further increase our commitment to this area in 2017 to ensure we reach our shared goals.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>The school receives additional funding to implement initiatives to improve the educational outcomes for students. The funding in 2016 was utilised for a number of initiative as determined by parents and community members in our annual Local Schools Local Decisions Planning Meeting.</p> <p><b>Speech Therapy</b></p> <p>The continuation of speech therapy was the highest priority for Aboriginal parents and teachers. The funds were utilised to employ a speech therapist on a fortnightly basis. this has resulted in an improvement in oral language outcomes for students.</p> <p><b>Homework Centre</b></p> <p>Student participation in the homework centre is high and there is a higher level of homework completion at the school. Students requiring additional assistance with Speech achieve improved learning outcomes.</p> <p><b>Personalised Learning Plans</b></p> <p>All students now have a personalised learning plan and are making progress across the literacy and numeracy continuums. Additionally students have individual learning goals to strive for. To support the implementation of curriculum adjustments and interventions at Curlewis Public School, a part time Students Support Learning Officer was employed to deliver Mini-Lit.</p> <p><b>Homework Centre</b></p> <p>Homework centre was run one afternoon a week. This provided students with an opportunity to receive additional support in completing homework and had an average of 80%+ student attendance.</p>	<p>\$15261</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$3 815.00)</li> </ul>
<b>Low level adjustment for disability</b>	<p>In 2016, the school learning and support team coordinated intervention programs that supported learning at school.</p> <p>Students interventions were targeted based on PLAN Data, reading levels, literacy and numeracy assessments.</p> <p>Teachers also collaboratively evaluated our school processes and focussed on tiered intervention based on individual needs.</p>	<p>0.2 Staffing – \$24809</p> <p>Flexible – \$21480</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>This limited allocation was partially utilised to release a teacher to mentor and support a temporary beginning teacher in their initial year of teaching. The remaining component of the funding was utilised to revise student programming templates and to develop templates for multi-stage / multi-grade classrooms.</p>	<p>0.029 Teaching Allocation used – \$2040</p>

<p><b>Socio-economic background</b></p>	<p>In 2016, the Curlewis Public School staff, parents and community members have worked together to determined how best to support the educational needs of our students.</p> <p><b>Band Program</b></p> <p>The music program at Curlewis Public School is highly valued by students, staff, parents and community members. In 2016 we employed a qualified specialist music teacher 1 day per week to support the continuing improvement of our schools music program. We continued to build our band resources with the purchase of additional musical instruments and also introduced a regular maintenance review of equipment.</p> <p><b>Student Learning</b></p> <p>Additional LaST allocation and SLSO was utilised to support student needs. We also purchased additional Literacy and Numeracy resources for classrooms and the school library.</p> <p>Students were also supported to access the schools major excursion that linked directly to our schools curriculum.</p> <p><b>21st Century Technology</b></p> <p>Additional computers and technology was purchased to further support student learning and engagement in classrooms.</p>	<p>\$87494</p>
<p><b>Support for beginning teachers</b></p>	<p>To support our one beginning teacher in 2016, a teacher mentor was released to work with the teacher. Additional release was provided to work with teacher mentor and the instructional leader to develop highly engaging units of work across all key learning areas.</p>	<p>\$0</p> <p>Funding utilised from QTSS and strategic direction 1.</p>
<p><b>Early Action for Success</b></p>	<p>Curlewis Public School is in its fourth year of participation in The Early Action for Success Project (Phase 1). The project aims to raise the Literacy and Numeracy levels of our students through quality leadership and targeted intervention under the guidance of an Instructional Leader.</p> <p>The instructional leader works alongside teachers in the classroom providing professional learning in the most effective teaching practices in the early years of schools. Under Phase 1 of this project the school received additional funds to employ an interventionist teacher who assisted students with additional needs, supporting their literacy and numeracy growth.</p> <p>The documented growth in all of our students has proven this collaborative model of implementing the EAfS program has been effective. This is further supported with the majority of students achieving or working</p>	<p>0.5 Deputy Principal – Instructional Leader – \$65,989</p> <p>Salary – \$34,878.60</p>

<b>Early Action for Success</b>	beyond state expectations in Reading, Comprehension, Writing and Numeracy.	0.5 Deputy Principal – Instructional Leader – \$65,989  Salary – \$34,878.60
<b>Professional Learning</b>	<p>Teacher Professional Learning is highly valued by Curlewis Public School Staff and our school community. Our Teaching staff and support staff continually participate in a range of professional learning opportunities lead by our schools instructional leader to specifically support individual student need. This has included comprehensive in-class mentoring, peer observations and participation in professional development for all students.</p> <p>A significant focus in 2016 was the schools leading role and involvement in the Wollemi / Tamworth Small Schools Conference held in Tamworth. This allowed for the school to address areas of need as indicated in our ongoing reviews of the school excellence frameworks.</p>	<p>TPL \$4087</p> <p>Included in Strategic Directions 1 &amp; 2</p>
<b>Facilities Maintenance and Improvement</b>	Curlewis Public School continues to undergo significant physical changes throughout the year. The goal is always on improving the educational environment so it is more engaging for students, staff and the community.	<p>Global &amp; Donations</p> <p>\$5000</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	24	20	19	16
Girls	17	17	19	21

In 2016, the school had an enrolment of 37 students made up of 16 boys and 21 girls. There were 18 students that identified as Aboriginal representing 48% of the student population.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.9	93.3	92.8	94.4
1	93.6	91.5	95.9	96.2
2	94.4	88.6	93.6	93
3	99.3	92.1	91.9	98.3
4	96.8	98.2	95.8	95.3
5	94.8	93.4	97.8	98.1
6	92	94.2	96.6	96.8
All Years	94.9	92.4	94.7	96
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Attendance for the majority of students is satisfactory. Attendance rates are influenced by a small number of students. In 2016, an overall improvement in student attendance of 1.3% occurred and our attendance rate exceed DoE comparisons by 2%. This is a clear indication that the school's revised attendance policy is supporting the successful implementation of attendance strategies.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.02

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Curlewis Public School had 18% of staff who identified as being Aboriginal during 2015.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

### Professional learning and teacher accreditation

At Curlewis Public School the teaching staffs participate and further develop their skills through a number of professional learning opportunities. The focus on professional learning on the School Development days was the implementation of whole school programs to meet key priorities as set out in the school plan.

Our school focused on providing professional learning programs that built the capability of our one early career teacher, current teachers and current school leaders.

### Teachers had tailored professional learning in the following areas:

- Bi-Annual Small Schools Conference
- BOSTES Teacher Accreditation Training
- Professional Teaching Standards
- Mentor Support for SASS

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30th of November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>27 139.50</b>
Global funds	70 018.39
Tied funds	194 039.31
School & community sources	40 289.61
Interest	1 253.96
Trust receipts	2 394.00
Canteen	0.00
Total income	335 134.77
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	306.38
Excursions	13 648.27
Extracurricular dissections	9 253.69
Library	91.59
Training & development	0.00
Tied funds	190 106.54
Short term relief	8 638.81
Administration & office	28 075.75
School-operated canteen	0.00
Utilities	14 646.74
Maintenance	6 187.84
Trust accounts	2 223.00
Capital programs	0.00
Total expenditure	273 178.61
<b>Balance carried forward</b>	<b>61 956.16</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

- PLAN training (including Best Start Training)
- Disability Standards
- L3K and L3K OPL professional learning and support
- TEN training Master Class
- School Excellence Framework Training
- PETA Writing conference
- AITSL and BOSTES
- School Principal attended Principal Network, Small Schools Network and State PPA council to enhance their leadership and management skills.

– Participation in EAfS Workshops lead by state Literacy and Numeracy Leaders for School Leadership team.

### Whole School Professional Learning:

- WHS Introduction training
- Collaborative planning of Spelling Programs
- Code of Conduct
- Supporting Out of Home Care Students
- Emergency Care
- CPR & Anaphylaxis
- School Excellence Framework
- Child Protection online and Mandatory training.
- Student Wellbeing Policy and Framework
- EAfS Strategy and Approach
- TEN training
- PDP Process and Framework

Teachers continued to participate in a number of professional learning opportunities lead by our school's Instructional leader to specifically support individual students and student need. This has included comprehensive in class mentoring and participation in external professional development for all school staff.

For further details about Staff Professional Learning please see Strategic Directions 1 and 2.

In 2016, all permanent teachers were accredited at Proficient or Highly Accomplished level . In addition one temporary teacher successfully complemented initial accreditation.

## 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. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year we trialled the Tell Them From Me survey for students as our primary source of information for student feedback. We also held focus group discussions with students, parents and staff due to the low number of parents who had internet or computer access at home.

The *Tell Them From Me* student survey was completed by students in Years 4 to 6. This survey measures indicators based on recent research on the influences which determine student learning outcomes. The survey results indicate that students feel they belong and are accepted and valued by their peers. Students indicated they liked coming to school and are engaged in learning. Students believe teachers have high expectations and meet their needs. Students also believe that education is important for their future.

### Focus Groups Opinions: Things that are going well at school are:

- Sport is awesome, I like how we get to compete in so many different sports.
- Music is fun, we love learning instruments and were excited that we sounded good at the Gunnedah Eisteddfod.
- Our classrooms are good and our teachers are nice.
- I love the library – you just want to chill and read. The colours are great.
- I like the holiday reading program.
- I like the new flag poles and entrance to the school.

– I love the Brezza Room and how we now learn how to cook and growing things.

– It is impressive how school kids are responsible for caring for the towns ANZAC gardens.

– It is awesome how we have computers for everyone in the 3/4/5/6 classroom.

– I like how kind Mrs Wise is and how she always makes sure the office is bright and cheery.

– Our School excursion to the Blue Mountains and Sydney was awesome. I loved sleeping in the hammocks.

– Breakfast club is awesome. – The new basketball rings are totally wicked!

– It was fantastic to see the support from the community to help us with so many things.

– I am proud of our school band and particularly like that students have instruments that aren't beaten or held together with tape. The thing I like best is that kids actually sound good and even won the Gunnedah competition. They have the opportunity to achieve with quality equipment.

– I am excited about the gains in Literacy especially spelling and writing. I especially like how the students now see themselves as writers who have a story to tell.

– I believe that the learning at Curlewis has become personalised under EAFS and the tracking and monitoring of student achievement allows for timely interventions as the need arises, ensuring we are catering for all students at all levels.

– I highly value the role of the Instructional Leader and the support / strategies that are provided and modelled to ensure that the children in the early years and those transitioning into the primary are supported in such a way they can only succeed. Our Instructional Leader has been highly effective in supporting all teachers and support staff who at varied points in their careers, which ultimately commits staff to be real about improving their individual practice through refinement and reflection.

### Things that could be improved are:

– We are concerned that the EAFS program will be wound back next year.

– I am disappointed that some families bypass their local school without stepping foot into the school to see all the great things that occur for kids at Curlewis and that neighbouring public schools support this.

– I would like better furniture for my kids in their school and in their classrooms.

– I want speech therapy to be fortnightly in 2017.

– As a parent it is disappointing to see that some parents are missing the opportunity to be involved more closely with their children at school.

## Policy requirements

### Aboriginal education

Aboriginal education has continued to be integrated across all Key Learning Areas (KLAs) during the year. Curlewis Public School has ensured all students are aware of the issues facing Aboriginal people both locally and across Australia.

In addition to the integrated lessons, students participated in learning experiences about Aboriginal culture. Students participated in Aboriginal art techniques and also read Dreamtime stories as part of integrated units of work.

As part of our 2016 NAIDOC activities, students participated in a cultural day where they made a NAIDOC cake to share with the community. Students also created a variety of Australian native animals and participated in talks on bush tucker. The day was open to parents and community.

A clear highlight for Aboriginal education at Curlewis was the opening of our Community Room by the Relieving Secretary of Education featuring the Hairy Man Story. Finally, thank you to the NSW State AECG who financially supported our school to frame and protect these artworks.



### Multicultural and anti-racism education

During Term 2, students completed a country study of Mongolia. They learnt about Multicultural Australia as part of this study. Students learnt about the cultural differences between the Mongolian people and Australia. Students thoroughly enjoyed the hands on experiences of touching actual Mongolian currency and particularly enjoyed learning about housing in Mongolia.

To conclude our learning about Mongolia, the Curlewis CWA hosted an Italian lunch for parents and students of Curlewis Public School and Blackville Public School in the town hall. It certainly was a fantastic opportunity for students to share their learning with community members. It was great that, through student performances, they could take an opportunity to share what they had learnt.

As a result of the incredible participation in the Country Study, all students at Curlewis Public School were acknowledged and presented with a certificate by the CWA.

### Other school programs

### Student Leadership

During 2016 our 5/6 students took part in the "Leadership excursion to Sydney". Our students participated in the halogen youth leader conference in Sydney. This program is designed to equip young people with the skills to lead into the future. Students reported that they thoroughly enjoyed the excursion and were more than happy to share their experiences with peers when they returned to school.

As a result of continuing reviews of our leadership programs, our students, parents, the P&C and staff have complemented the beginning year of our two year cycle of leadership training opportunities for students. We hope that we will see more leadership development opportunities for students into the future

### School Music Program – Band

In 2016 our Music Program successfully continued lead by a specialist instrumental music teacher. Our commitment to continual improvement of this program has resulted in a modern, well-appointed and dedicated Music Room that has been critical to the success of the program. Storage and performance spaces are adequate and the relatively isolated location of the room ensures that normal classroom routines are not disturbed by the band.

The teaching strategy has concentrated on arranging students into smaller groups according to ability and instrument type. From time to time, the whole band comes together to rehearse pieces that have been learnt in their various parts. Ensemble etiquette and proper care of instruments are important aspects of the band's development. The inclusion of alto saxophones has added an extra dimension to the traditional brass band sound.

In 2016, some or all of the band members performed at the local CWA International Day celebrations, Gunnedah Eisteddfod and the school's annual Awards Night. Further public performances are planned for 2016, including participation in the Anzac Day commemoration service at Quirindi where the more advanced Curlewis band members will join with some adults and students from several other schools to play the Anzac Hymns and the National Anthem.

Some individual band members achieved notable success in public competitions throughout the year.

Enthusiasm for the band project is instantly recognisable in the students, while community support has resulted in the donation of significant extra funding especially from the schools generous P&C. It is expected that the band will continue to develop as an increasingly important part of the school and for the Curlewis community well into the future.