

Curl Curl North Public School

Annual Report



2016



3925

Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Judith Smith

Principal

School contact details

Curl Curl North Public School

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School background

School vision statement

To provide a supportive, safe and positive learning environment that enables students to achieve their personal best.

School context

Curl Curl North Public School is situated on the northern beaches of Sydney. Our extensive grounds and location opposite John Fisher Park and Curl Curl Lagoon highlight our slogan, 'The feel of the country in the heart of the city'. Our school has a friendly and inclusive atmosphere where teachers and parents work together to provide high quality resources and an enriched learning environment.

We have approximately 920 students from kindergarten to year 6 with 440 families.

We are a PBL (Positive Behaviour for Learning) school and instil our core values which include: respect, responsibility and personal best. Our PBL rewards are intertwined with our wellbeing system to ensure we are acknowledging the efforts of all our students.

Curl Curl North is an active and involved member of the Northern Beaches Learning Alliance, a group of primary schools that work in close collaboration with the five campuses of the Northern Beaches Secondary College. The group works to provide collegial learning experiences for staff and authentic project based learning experiences for students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

In the domain of Learning, at CCNPS there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of students. Curriculum delivery is enhanced by the learning alliance with our community of schools, the Northern Beaches Learning Alliance. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. In the domain of Teaching, all classrooms are well managed, with well planned teaching taking place so that students can engage in learning productively with minimal disruption. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes. There is also a particular focus on improved teaching methods in literacy and numeracy with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. In the domain of Leading, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

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

SUCCESSFUL, ENGAGED LEARNERS

Purpose

To aspire for all students at Curl Curl North Public School to be successful, confident and creative learners, who live fulfilling, productive and responsible lives.

Overall summary of progress

Pleasant progress was made towards our 3 year plan in 2016.

- A whole school mathematics scope and sequence and approach to programming was developed.
- Teachers have a better understanding of the continuum of learning in mathematics K–6.
- Teachers have an understanding of the guided reading process and have worked collaboratively to program for, and implement this strategy in all classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student achievement data indicates expected growth for all students. (NAPLAN, PLAN, Reading benchmarks, SENA, TOWN)	Mathematics <ul style="list-style-type: none">• A whole school scope and sequence was developed that provided a continuum of learning from K–6.• Staff participated in professional learning on differentiated programming that provided pre and post testing and learning intentions.• A whole school approach to programming, which includes formative assessment, differentiated learning activities and explicit learning intention was developed.• 98% of Year 3 students and 96% of Year 5 students were at or above the national minimum standard for numeracy. Guided Reading <ul style="list-style-type: none">• Teachers developed a deep understanding of the rationale behind guided reading and how to provide explicit reading instruction for all students through a series of workshops presented by an external expert and implemented these strategies in their classrooms.• 97% of Year 3 students and 95% of Year 5 students were at or above the national minimum standard for reading.	\$22 000 for mathematics \$ 2 000 for Guided Reading

Next Steps

To ensure that we meet our three year plan, the following strategies will be implemented in 2017:

- Each grade will implement the new mathematics scope and sequence as well as updating programs adopting the new school wide approach. Ongoing reflection and evaluation will occur throughout 2017 in order to refine and adjust the scope and sequence where needed. Collaborative planning of mathematics programs will also be undertaken in 2017.
- Professional learning will be provided on the use of the literacy and numeracy continuums as a formative assessment tool to provide for the needs of all students and as a means for measuring student growth.
- Through the process of evaluating and reflecting on the school plan, the leadership team has realised that our improvement measure of 'all students' was an unrealistic target as this is not necessarily reflected in NAPLAN growth data. In 2017, when beginning planning for our next three year plan we will include a percentage score.

Strategic Direction 2

COLLABORATIVE TEACHING TEAM

Purpose

To equip and resource teachers to build individual and collective capacity, to embed quality teaching and continually improve student outcomes.

Overall summary of progress

The following achievements were made in 2016 towards our 3 year strategic directions:

- Staff have a shared understanding of the collection and use of data to inform numeracy programs.
- Staff have implemented explicit and differentiated reading instruction using the guided reading process.
- All staff have reflected on their teaching practice through collegial observation and feedback as part of their Performance and Development Plan.
- Staff collaboratively developed their capacity to implement 21st century learning strategies across the curriculum through lesson studies with colleagues and an external expert.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased data analysis collaboratively and regularly completed to inform programming and goal setting.	<ul style="list-style-type: none">• Teachers engaged in professional learning on the use of pre and post testing to provide data to inform numeracy programming.• Grade teams met regularly to facilitate consistent teacher judgement and collaborative programming across the grade.• Teachers set personal goals based on strategic directions of the school and implemented observations to reflect on teaching practices.	\$12 000
Consistent student growth in school-based assessment data, including: –PM benchmarking –South Australian Spelling –SENA 1 and SENA 2 –TOWN diagnostic testing –Moderated writing assessments	<ul style="list-style-type: none">• Teachers track student reading growth K–3 using PM benchmarking.• South Australian Spelling test was completed and recorded on Sentral data base.• Professional learning on using PLAN for data collection.	\$2 000
Increased quality teaching and learning practices demonstrated through differentiated literacy and numeracy lessons using 21st Century learning.	<ul style="list-style-type: none">• Professional learning sessions were implemented to improve the integration of technology across the curriculum, particularly the use of G–Suite (Google Apps for Education) and coding using Scratch.• Teachers attended workshops and had opportunities to participate in lesson studies utilising 21st century learning strategies with an external expert.• Through participation in professional learning on guided reading, teachers implemented differentiated and explicit strategies to enhance literacy learning.	\$2 000

Next Steps

To ensure that we meet our 3 year plan, the following strategies will be implemented in 2017:

- Teams will collaborate to produce new mathematics programs using the whole school approach.
- To increase the collection and analysis of data to inform planning, staff will be provided with professional learning on the literacy and numeracy continuums and the use of PLAN.
- To analyse 2016 NAPLAN writing data in order to find areas of weakness and address these through professional learning.
- Grade teams will work together to moderate writing samples and collaboratively develop lessons that explicitly address the identified needs of students. Moderation of writing samples will also increase consistent teacher judgment.
- A consistent approach to the development and implementation of individual Performance and Development Plans will be established.

Strategic Direction 3

PRODUCTIVE PARTNERSHIPS

Purpose

To maximise learning opportunities for all stakeholders through meaningful links with the community, other schools and organisations.

Overall summary of progress

The school principal and P&C President meet regularly to discuss important issues in between regular P&C meetings. Parents' engagement in school programs and initiatives was very strong. A high percentage of attendance was noted at regular assemblies, Grandfriends' Day, the Easter Hat Parade, Coffee and Play sessions, Parent Teacher information evenings etc. A significant number of parents worked at the Working Bee to improve the school grounds. There is parent representation on the Project Reference Group for the proposed new school buildings. The school continued our partnership with the NBLA and a successful School Development Day was held in term 2. Year 6 students continued to participate in enrichment classes held at two local high schools throughout the year. Year 4 students were actively involved in Project Penguin, an NBLA project, with local high school students as their mentors.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent attendance at P&C meetings will increase by 20%.	There was no significant increase in parent attendance at P&C meetings.	Nil
Participation in school surveys will be at or above a response rate of 40%.	Participation in school surveys increased but is still below the 40% rate for parents responding to surveys.	Nil
Increased parent and community engagement in school programs and initiatives.	There is parent representation on the Project Reference Group for the proposed new school buildings.	Nil
Increased teacher participation in the Northern Beaches Learning Alliance (NBLA).	Teacher participation in the NBLA remained at a high level.	\$9 000

Next Steps

Intensify the interest of our parents by increased involvement in our events and strengthening the partnership that we have already established.

Continue to implement our comprehensive pre-school to school transition program.

Survey kindergarten parents re the effectiveness of the transition program.

Enhance communication of information to high schools for students of concern.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Students had an individual learning plan which was reviewed and adjusted by the learning and support team.</p> <p>Attendance of our Aboriginal students was outstanding.</p>	\$1 770
English language proficiency	<p>Improvement measures in the general capabilities and all key learning areas include all students achieving at 'expected growth or above' in school assessment benchmarks for their grade level each term of the annual school year.</p> <p>All of E/ALD and Learning Support students met expected growth in all clusters for literacy and numeracy.</p>	\$31 000
Low level adjustment for disability	<p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. 95 students were referred for learning support.</p>	\$115 772
Quality Teaching, Successful Students (QTSS)	<p>School executive and teachers were provided with additional release time to mentor and coach staff in high quality teaching and learning practices.</p>	<p>QTSS staffing resource 0.683 FTE for the second half of the year from Monday 18 July 2016.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	472	492	485	481
Girls	430	455	431	431

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	95.9	96.1	96
1	96.7	95.5	94.6	94.8
2	96.3	96.3	95.5	96.2
3	95.9	95.7	95.5	95.4
4	96.7	95.8	95.5	95.7
5	95.2	97	94.2	95.7
6	95.4	93.6	93.8	94.1
All Years	96.1	95.7	95.1	95.5
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

Our students are well-versed in attendance procedures and protocol. Attendance rates are high at Curl Curl North PS for the vast majority of our students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	34.1
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	5.87
Other Positions	0

*Full Time Equivalent

There are no staff identified as Aboriginal or Torres Strait Islanders.

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	33

Professional learning and teacher accreditation

The school recognises the importance of supporting the continuous professional learning of all staff in order to improve professional practice, which will improve student achievement of outcomes. Professional learning for staff is closely aligned to the school's strategic plan. It is school focused, site based and long term. Every Wednesday afternoon, at least 1 hour is scheduled for teaching staff professional learning which is aligned to the school's strategic directions. In addition school development days are scheduled by the DoE to support the implementation of the school's strategic directions through professional learning of teaching staff. This year, school development days were devoted to the Quality Teaching framework and teacher observations, technology innovations and mandatory

learning for all teaching staff. Throughout the year, after school Wednesday professional learning sessions were led by personnel with expertise from within and outside of the school.

Teacher capacity to implement a whole school approach to mathematics teaching was enhanced by providing professional learning. Initially the leadership team sought professional learning from Susan Tickle, Deputy Principal from Killarney Heights Public School and Nadia Tobia, Deputy Principal from Mosman Public School. From this learning the leadership team developed a scope and sequence that provided a continuum of learning from K–6. Staff participated in professional learning on differentiated programming of mathematics that provides pre and post testing, as well as, learning intentions. As a result there is now a whole school scope and sequence, and approach to programming, which includes formative assessment in order to provide differentiated learning activities. This has enabled teachers to alter their practice and accurately provide for the needs of their students in all strands of Mathematics.

In addition to our primary focus on mathematics, professional learning in a number of other areas that supported the school's strategic directions were undertaken. A series of sessions were implemented to improve the integration of technology across the curriculum, particularly the use of G–Suite (Google Apps for Education) and coding using Scratch. Teachers attended workshops and had opportunities to participate in lesson studies with an external expert. Utilising the expertise of a private literacy consultant, Robyn Wild, teachers developed a deep understanding of the rationale behind guided reading and how to provide explicit reading instruction for all students. Continuing professional learning that supported the implementation of the new Geography syllabus, staff participated in sessions that provided an overview of the syllabus and how it can be connected to the History syllabus.

In term 2 teachers from year 4 undertook a professional development opportunity in partnership with Sydney University and The Sydney Theatre Company. The School Drama learning program demonstrated the power of using drama techniques and pedagogy with quality literature to improve English and literacy outcomes. The program began with a pre-program workshop that was attended by year 4 teachers. This was followed by two planning sessions which focused on tailoring a team-teaching program to meet specific learning goals: inferential comprehension; descriptive language; and imaginative writing for each class.

The following term the teaching artist and classroom teacher taught a 7-week sequence of lessons that modelled drama strategies and empowered classroom teachers to confidently integrate these ideas and activities into their regular teaching practice. This resulted in increased student engagement, improved creative writing pieces and growth in inferential comprehension.

Mandatory training in the provision of first aid, emergency care, response to anaphylactic shock, child

protection, Disability Standards Education and Code of Conduct also occurred.

% of our teaching services workforce has achieved accreditation with the NSW Education Standards Authority.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	362 323.84
Global funds	580 016.36
Tied funds	197 755.36
School & community sources	531 457.31
Interest	6 359.82
Trust receipts	8 028.65
Canteen	0.00
Total income	1 685 941.34
Expenditure	
Teaching & learning	
Key learning areas	206 017.26
Excursions	90 628.47
Extracurricular dissections	158 117.57
Library	10 874.54
Training & development	10 595.89
Tied funds	135 782.35
Short term relief	109 930.80
Administration & office	85 873.62
School-operated canteen	0.00
Utilities	55 016.77
Maintenance	81 227.73
Trust accounts	8 160.50
Capital programs	0.00
Total expenditure	952 225.50
Balance carried forward	733 715.84

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	976 512.76
(2a) Appropriation	812 237.66
(2b) Sale of Goods and Services	264.54
(2c) Grants and Contributions	161 715.42
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 295.14
Expenses	-532 065.28
Recurrent Expenses	-532 065.28
(3a) Employee Related	-201 300.33
(3b) Operating Expenses	-330 764.95
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	444 447.48
Balance Carried Forward	444 447.48

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Intended use of surplus funds is to be used for the construction of a shade structure and updating of library shelving.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	5 461 844.32
Base Per Capita	49 509.73
Base Location	0.00
Other Base	5 412 334.59
Equity Total	170 104.64
Equity Aboriginal	1 770.20
Equity Socio economic	21 195.83
Equity Language	31 367.00
Equity Disability	115 771.62
Targeted Total	710.87
Other Total	157 932.84
Grand Total	5 790 592.67

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.

School performance

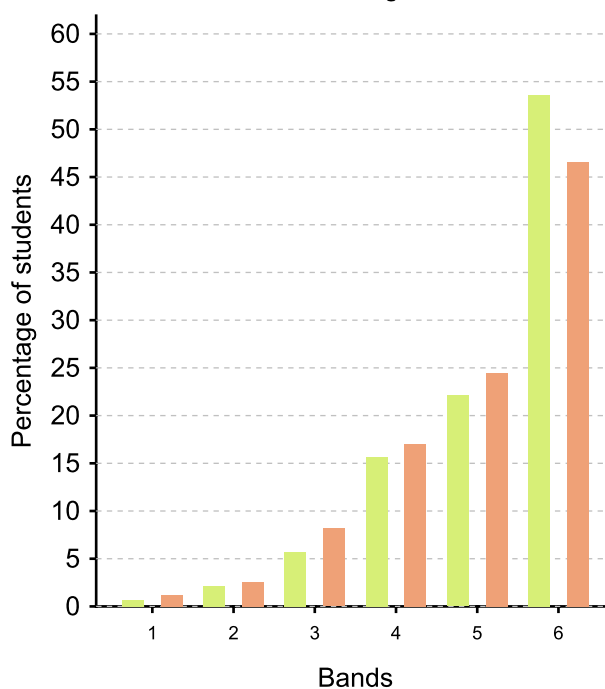
NAPLAN

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.

Our literacy NAPLAN data showed a great improvement across most areas compared to the previous couple of years . In year 3 in reading 75.7% of our students performed in the top 2 bands compared to 64.2% in the previous year and in writing 80% of our students performed in the top 2 bands.

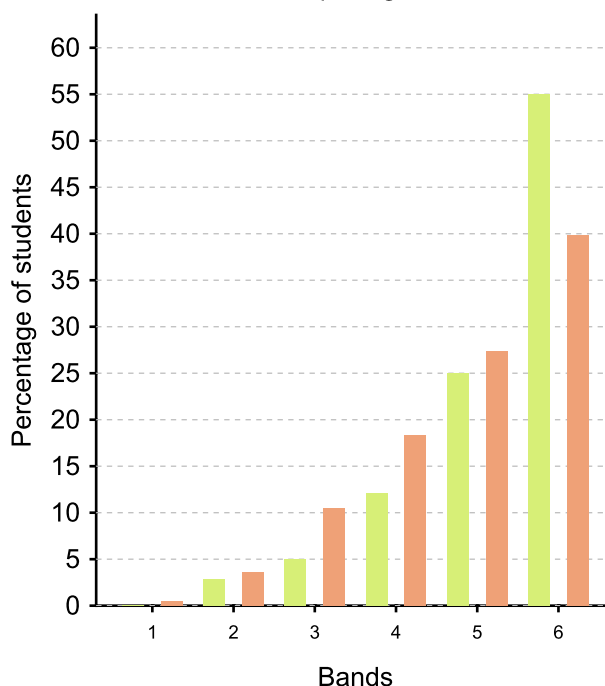
70.8% of our year 5 students experienced growth greater than or equal to the expected growth in reading.

Percentage in bands:
Year 3 Reading



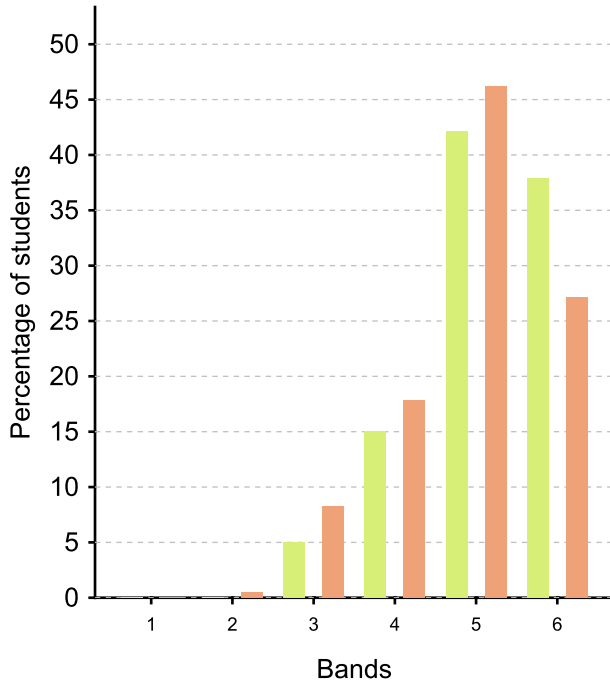
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



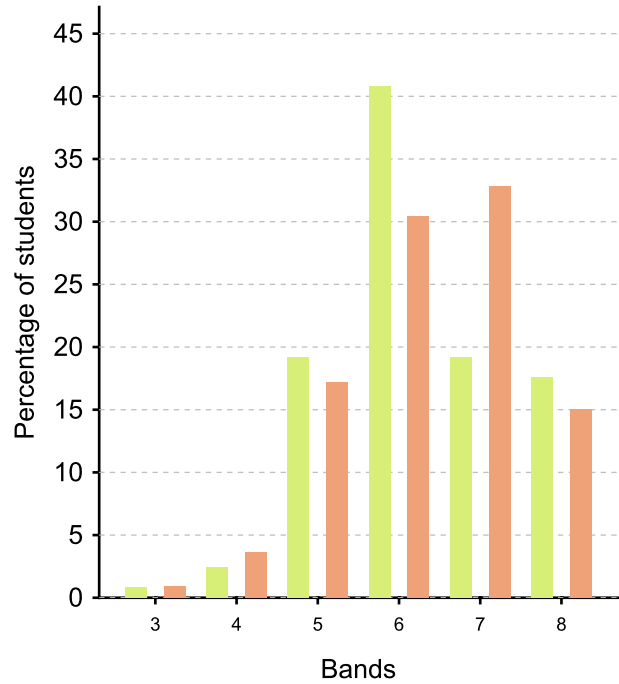
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



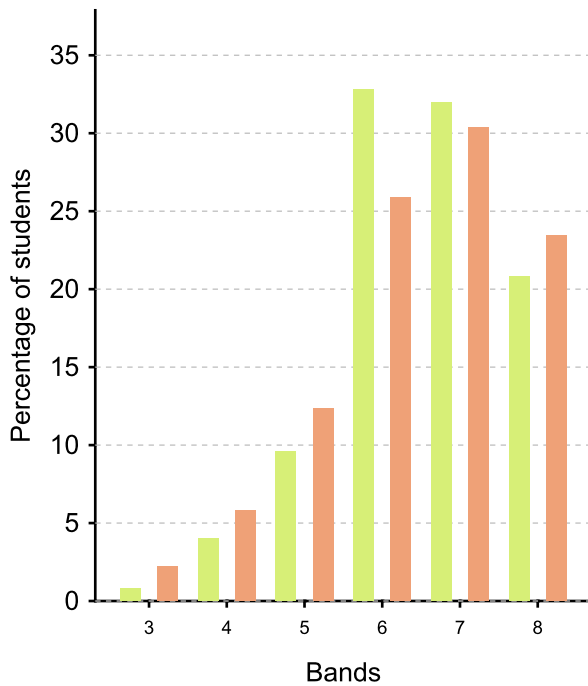
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



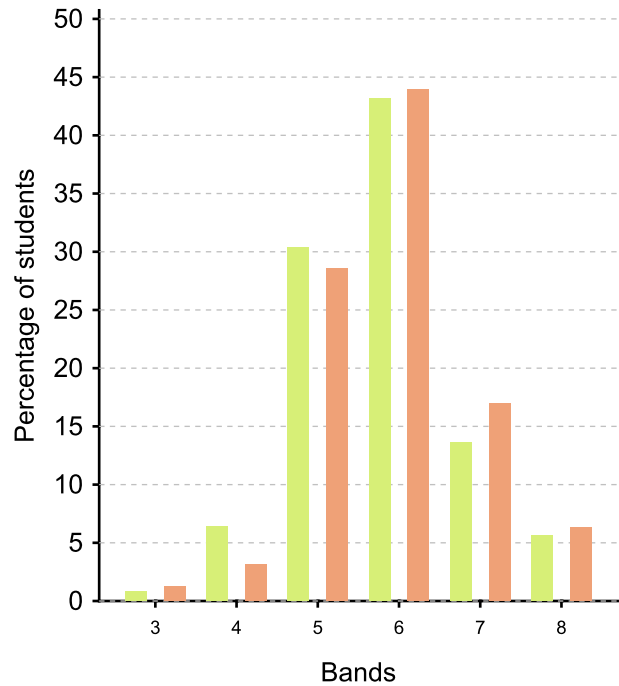
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



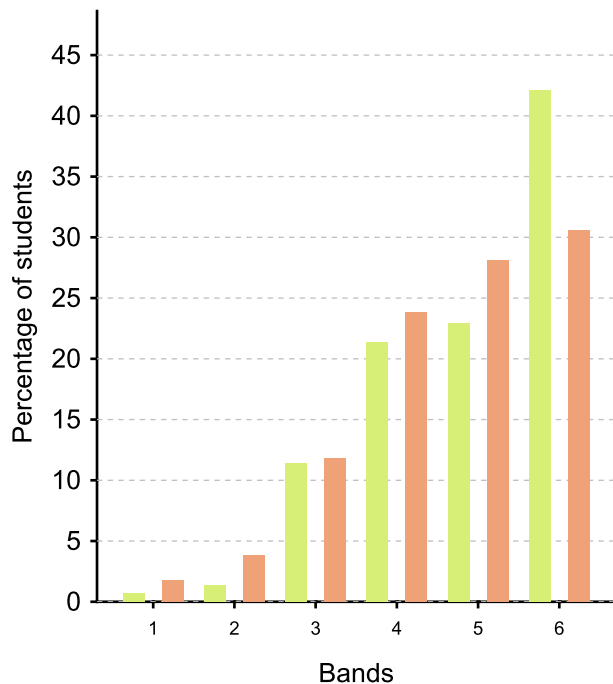
Percentage in Bands
School Average 2014-2016

Our numeracy NAPLAN data showed a great improvement in year 3 compared to the previous couple of years. 65% of our students performed in the top 2 bands compared to just above 50% in the previous year.

76.5% of our year 5 students experienced growth greater than or equal to the expected growth in

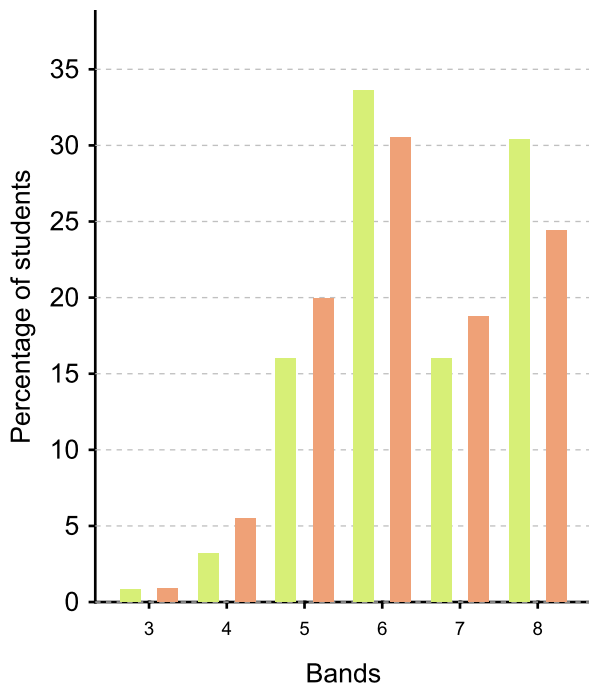
numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

In year 3 in NAPLAN reading 75.7% of our students performed in the top 2 bands compared to 64.2% in the previous year and in NAPLAN writing 80% of our students performed in the top 2 bands.

In year 5 in NAPLAN reading 52% of our students performed in the top 2 bands.

Our numeracy NAPLAN data showed a great improvement in year 3 and year 5 compared to the previous couple of years. 65% of our year 3 students performed in the top 2 bands compared to just above 50% of our students performing in the top 2 bands in the previous year. 46.4% of our year 5 students performed in the top 2 bands of numeracy compared to 43.3% in the previous year.

Parent/caregiver, student, teacher satisfaction

Survey responses from our *Tell Them from me Survey* indicated that 83% of parents felt welcomed when they visited the school. 80% of parents felt that progress reports on their children were written in terms that they could understand. 76% of our parents were actively involved in the school. 79% of parents felt that their children were encouraged to do their best work. 87% of parents felt that their child had a clear understanding about the school's expectations regarding behaviour. 82% of parents indicated that their child felt safe at school. 71% of parents felt that the school was actively assisting in the prevention of bullying. 84% of students at our school had a high sense of belonging which was positive as the NSW government schools' norm for these years was 81%. In our school 92% of students indicated that they were experiencing positive relationships compared to the NSW government norm which was 85%. 97% of students valued school outcomes in that they believed school would benefit them personally and economically and have a strong bearing on their future. In our school 92% of students indicated that they did not get into trouble at school for inappropriate or disruptive behaviour. 95% of our students indicated that they tried hard at school to succeed in their learning, with the NSW government norm being 88%. Percentage of students at our school who were victims of moderate to severe bullying was significantly lower than the NSW government norm. 82% of our school's teachers felt that they worked collaboratively with the school leaders to create a safe and orderly environment. 84% of our teachers indicated that they appreciated the opportunities provided to work with other teachers to develop teaching learning programs. 72% of our staff felt that school leaders have supported them during stressful times. 83.8% of teachers indicated that school leaders were leading improvement and change in the school. 83.3% of teachers strongly agreed that the professional learning provided by the school had led to changes in their teaching and practices of learners in their classroom.

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.

Policy requirements

Aboriginal education

Curl Curl North Public School is committed to implementing strategies that support Aboriginal students as well as continuing to build all students' understanding and knowledge of Aboriginal histories, cultures and languages. We have continued in 2016 to incorporate Aboriginal perspectives across all key learning areas.

In 2016, Aboriginal and Torres Strait Islander perspectives throughout the curriculum were enhanced through excursions and incursions. Year 1 had a visit from Uncle Les McCloud as part of their unit on storytelling. He shared dreaming stories with the students. All of K-2 enjoyed a wonderful talk by Aboriginal author Boori Monty Pryor during book week.

Year 3 went on an excursion to Kalkari Discovery Centre at Mt Colah where indigenous leader Uncle Les walked the students through the bush demonstrating how Aboriginal people use and look after the bush to survive. When they arrived in the Ku-ring-gai Chase National Park they were surrounded by native vegetation, birdlife and towering gums which set the perfect back drop for our introduction to Australia's Aboriginal heritage & culture. Les greeted the group by way of painting their foreheads with white ochre (white being the colour for 'teaching and learning'). He then proceeded with a ceremony to acknowledge his past, present and future ancestors and to pay respect to them, from the land on which they stood. The students learnt a great deal about this fascinating culture and the day included painting their own "aboriginal mobile phones" that made a very loud noise when swung fast around their heads! The students also went on a bushwalk and learnt about bush tucker, bush medicine, Aboriginal artifacts and how to start a fire with sticks. It was a fantastic learning experience about Australia's ancient and clever Aboriginal heritage & culture – all nature based and very hands on!

National Reconciliation Week and NAIDOC week were observed by students engaging in classroom activities centred on the meaning of reconciliation and learning about contemporary Aboriginal culture.

Multicultural and anti-racism education

At Curl Curl North PS cultural harmony and awareness is promoted through the integration of multicultural perspectives across the curriculum. Teaching and learning programs foster students' understanding of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. In addition, the school participates in specific events that focus on multicultural perspectives.

During the year our school participated in the Department of Education's Arts Unit *Multicultural Perspectives Public Speaking Competition*. All stage 2 and stage 3 students had the opportunity to heighten

their awareness of multicultural issues, as well as practise their public speaking skills and improve their confidence, whilst delivering some quality speeches. Two students from each stage were chosen to successfully represent the school at the *District Multicultural Perspectives Public Speaking Competition*.

As part of a unit on celebrations, year one students dressed in clothes related to the country of their family's origin and brought food to share with other children in their class. Learning relating to cultural diversity and specific celebrations was inspiring from students so young.

The NSW Department of Education rejects racism in all its forms and is committed to the elimination of racial discrimination. As part of the Department's commitment to anti-racism each government school, including CCNPS, appoints an Anti-Racism Contact Officer (ARCO) each year. The ARCO's role is to:

- Promote the values of respect for all races and culture;
- promote cultural harmony;
- receive suggestions, complaints or allegations regarding racism;
- assist the complainant to write the complaint, if required;
- advise the complainant of their rights and the process to be followed in lodging a complaint, and
- refer the complaint to a member of the school executive who will be responsible for resolving the complaint.

Other school programs

Curly's Got Talent Art Show was a wonderful new initiative for our school and was held at the Creative Space on Abbott Road in November. The guitar and ukulele orchestra, conducted by Carlos Villanueva, played beautifully in the garden as guests arrived to view a total of 204 stunning art entries (from kindergarten to year 6 students). Refreshments were served on the back deck before the night concluded with the official presentation ceremony of the winners in each category. The artworks were judged by Nic Auton and local artist Fiona Verity.

Our Curl Curl North Dancers were fortunate enough to be involved in numerous performance opportunities throughout the year. Apart from being involved in the Sydney North Dance Festival and the Schools Spectacular, our dancers were lucky enough to be a part of the celebrations for Taronga Zoo's 100th birthday celebrations. The dancers danced down Macquarie St to the Opera House, all dressed in their 'animal onesie suits', bathed in different lighting and accompanied by lots of music. The participating students, teachers and volunteer helpers had a lot of fun!

16 Curl Curl North Athletes headed to the State Athletics Championships at Homebush and what an amazing result it was for our school! Following our school's wonderful efforts at the Regional

Carnival, these students participated in the State Carnival which was held in term 4..

Four of our students represented Curl Curl North at the Regional Spelling Bee Finals in term 3. We were very proud of our students. Jarod placed 8th overall in the Junior division which was an amazing accomplishment given that he was in year 2 and competed against year 3 and year 4 students. Congratulations also went out to Lucas who came 2nd overall in the Senior division. What a fantastic achievement!

During August two of our talented Public

Speakers represented our school at the Bear Pit Public Speaking Competition at the NSW Parliament House. Finley Y from Year 6 and Stella T from Year 3 gave amazing speeches in front of our Premier, Mr Mike Baird and some very high profile adjudicators, including accomplished Australian author, Mr Thomas Keneally. Congratulations also to Maeve C from Year 6 who was a district representative at the Regional Multicultural Perspectives Public Speaking Competition held at the Arts Unit at Lewisham.