

# Curran Public School

## Annual Report



2016



4460

## Introduction

The Annual Report for **2016** is provided to the community of Curran 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.

### School contact details

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9605 4534

### Message from the Principal

It is with great pleasure that I present the 2016 Annual School Report. At Curran Public School, we are committed to ensuring that every child is a lifelong learner with dignity, purpose, options and opportunities and a greater curiosity in the world around them.

Curran Public School provides a strong foundation to lifelong learning as identified in the school's motto, "Learning to Learn". This year has seen many changes and I am excited to be part of this learning community. Our dedicated and committed staff provide quality educational programs, focused on the essential skills in literacy and numeracy within a safe, inclusive and supportive environment. Students are creative and productive users of technology as a foundation for success in all Key Learning Areas. We offer a wide range of opportunities for students in sport, public speaking, dance, drama and music.

Our partnerships with the wider community have grown stronger this year and I would like to specifically thank Social Ventures Australia, The Smith Family, Red Cross, Ingleburn Rotary, OzHarvest and Aspire UNSW for their generous support of our school.

I would like to take this opportunity to publicly thank the school leadership team and staff for their continued commitment to the high quality education that is present at Curran Public School and recognise the hard working P&C for their active support of the school. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Michael Strahan

Principal

## School background

### School vision statement

Our purpose is to provide quality education and equitable welfare for all, within a supportive learning community to create successful learners who are confident, creative, active and informed.

#### Quality Education :

We will provide all students with access to high quality schooling that is free from discrimination, promote a culture of excellence and develop students' capacity to learn and play an active role in their own learning through challenging and stimulating learning experiences. We will continuously seek improvement through effective evaluation, assessment and leadership.

#### Welfare For All :

We will promote lifelong learning within a safe and harmonious environment which develops a sense of self-worth, self awareness and personal identity that enables students to manage their emotional, mental and physical well-being and reflects moral and ethical integrity which is built on dignity.

#### Community:

We will promote authentic positive partnerships with parents and the broader community to bring mutual benefits and maximise student engagement and achievement. Partnerships engender support for the development and well-being of young people and their families and provide opportunities for students' to connect with their communities, participate in civic life and develop a sense of responsible citizenship.

### School context

Curran Public School is situated in the Macquarie Fields Public Housing Estate, south west of Sydney. Students come from a low socio-economic background and diverse cultural experiences which bring strength to the school. The school has a population of 270 students. 18% Aboriginal students and 38% of students from language backgrounds other than English make up this population, with Samoan and Pacific Islander decent being the largest cultural background. The school has a strong focus on integrating technology into the curriculum. There is a Support Unit with four classes. These classes are comprised of three Autism classes and an IO class. Programs to promote diverse student achievement and to develop student leadership are an important aspect to the school curriculum. The parent community highly values education and are increasingly involved in school programs. Curran has a Schools as a Community Centre program and has strong early transition programs for students entering kindergarten and high school. Curran Public School is a focus school for the Early Action for Success initiative and is part of a community of schools which include Guise Public School and James Meehan High School.

## 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 Domain

Curran Public School has been working extremely hard in developing the learning culture within the school. There is collective responsibility for improving student learning with a high degree of staff, student and community engagement. Positive, respectful relationships exist which promote productive learning environments. Students are becoming more self-aware and actively contribute to the school and community. Individual learning is supported by the school systems and community expertise. The school has a framework to support cognitive, emotional and social wellbeing. Curran has been data rich for several years. The use of this data has become more strategic in 2016. This data is increasingly used in evidenced based teaching practices and innovative delivery of the curriculum. Extra-curricular learning opportunities

are strongly aligned with the school vision, values and priorities. Time is set aside for the discussion of data and the implications of data for school policies and classroom practices. These discussions occur at whole-school and stage team levels. The mechanism for this is through the Spiral of Inquiry. This initiative focuses on professional learning to create the conditions where educators are open both to challenging long-held practices and to developing new and innovative approaches. The school achieves excellent value added results. The school effectively implements its policies to achieve excellent value added results..

## **Teaching Domain**

Curran Public School sees the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students. The school promotes instructional leadership, evidenced based practice and regular review of learning for each child. Teachers provide explicit specific formative feedback to evaluate student and their own learning. Teachers utilise assessment for, of and as learning occurs and take responsibility for changes in practice required to improve student outcomes. The school expects all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning. Processes are in place to provide mentoring and coaching support for all teachers. Teachers collaborate across stages to ensure consistency of curriculum delivery and movement of students along the continuum of learning. The school provides professional learning which is aligned to school priorities and staff development plans to support teacher development. Staff work beyond their classrooms to contribute to broader school programs. The senior executive are seen to be 'hands on' in driving improved teaching practices. There is a particular focus on improved teaching methods in predominantly literacy and numeracy. Clarity about what students are expected to learn and be able to do, are key elements of Curran Public School's push for improved teaching and learning.

## **Leading Domain**

There is a high level of respect for the school's leadership team as well as a high level of pride in staff and students. Parents have a great deal of confidence in the way the school is managed. Curran Public School culture is one of positivity where staff and students express a high level of satisfaction with support provided by the leadership team. The school makes deliberate and strategic use of its partnerships to access resources that are purposeful and aligned to school strategic directions. Management practices and processes are aligned with the overall vision of the school. The operational philosophy of the school is placing students' needs at the centre. The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements. Monitoring, evaluation and review are embedded and undertaken routinely. The school uses evidence based strategies and innovative design thinking to deliver ongoing improvements in student outcomes. Learning spaces are flexibly used and technology is accessible. Practices and processes are responsive to school community feedback and need.

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

### Curriculum for Opportunity

#### Purpose

Consistent, high quality educational practices and opportunities across our school for all.

#### Overall summary of progress

Curran Public School expects all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning. This year there has been a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace and articulate their learning. Teachers ensure students are engaged in challenging, meaningful learning in all curriculum areas. Data and evidence sources indicate that there have been improvements in these areas.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year  | Funds Expended<br>(Resources)  |
|--|--|--|
| 80% or more of students who have started Kindergarten at Curran Public School show equivalent or better than 1 year growth for 1 calendar year of teaching measured against a school wide data analysis framework. | 85% of students who started Kindergarten at Curran Public School have demonstrated the equivalent or better of 1 year growth for 1 calendar year in English. 83% of students who started Kindergarten at Curran Public School have demonstrated the equivalent or better of 1 year growth for 1 calendar year in Mathematics. 2014–2016 NAPLAN data states that on average, tracked students have grown over 2 years in the areas of Reading, Writing and Maths. | Whilst noted here in Strategic Direction 1 the role of these support staff cover aspects of all three strategic directions. <ul style="list-style-type: none"><li>• Employment of: Teaching and Learning AP 1.0: \$125000</li><li>• SLSO's 1 per stage: \$140000</li></ul> |
| 25% of year 3 students and 20% of year 5 students who have been tracked from Kindergarten achieve proficient standards in Literacy and Numeracy.   | 15.4% of students in Year 3 who have been tracked at Curran have achieved proficient standards in Reading. 8% of students in year 5 who have been tracked at Curran achieved Band 7/8 in Reading.  | <ul style="list-style-type: none"><li>• CLO 1 day a week: \$8000</li><li>• Speech Therapist 1 day week: \$44 000</li></ul>   |
| ATSI and students at risk are meeting goals/targets/outcomes as set on their PLP's/IEP's.  | 100% of ATSI students and students at risk have Personalised Learning Pathways and Individualised Education Plans. Goals are individualised and student centred.   | <ul style="list-style-type: none"><li>• Transitions .2: \$20 000</li></ul>   |
| EALD students are developing through the language learning progression accordingly to their phase of development.  | Data and evidence sources suggest that a high percentage of our K–6 EALD students are in the developing or consolidating phases and are ontrack within their phase of development.   | EALD teacher 3 days a week. Community Languages teacher 2 days a week.   |
| All staff embed authentic, future focussed learning into classroom practice.   | All staff are aware of authentic, future focussed learning. Cross pollination and classroom visits are used to enhance staff knowledge in the implementation of future driven classroom practices.   |  |

#### Next Steps

- Design and implement a K–6 framework which provides language and measures learning to enable staff, students and community to articulate learning.
- Implement more authentic reporting processes for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.



## Strategic Direction 2

### Engagement for Learning

#### Purpose

Engage students, staff and community to become successful learners.

#### Overall summary of progress

Staff have developed and maintained positive, caring and respectful relationships with students and their families, fostering productive home-school partnerships and community engagement. Staff morale is high as evident in audit reports and transcripts from the EAfS State Evaluation. Curran Public School is committed to deepening the partnerships in learning with the community. The school also focussed on empowering students to develop self awareness, identify and set goals, regulate their behaviour and their emotional wellbeing through utilising neuroscience within all classrooms. Data and evidence sources indicate that there have been improvements in these areas which forms evidence to inform future directions

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year  | Funds Expended<br>(Resources)   |
|--|--|---------------------------------|
| Equal or better attendance rates for Aboriginal & Torres Strait Islander students with whole school attendance rates equal or better than state average. | Curran Public Schools attendance is just below state average. Aboriginal and Torres Strait Islander student attendance rates are equivalent to non ATSI students attendance rates at Curran.   | Refer to Strategic Direction 1. |
| Decreased number of suspension by 20%.   | Suspensions increased in 2016. However 75% of the total number of suspensions were from students with repeated suspensions.  |                                 |
| School universal behaviour and wellbeing practices support 85% or more of students as measured by school wide data.                                      | 75% of students are reported as responding to universal wellbeing practices. Where as 25% of students need individualised intervention processes which was provided by the strong wellbeing strategies employed within the school.           |                                 |
| Improved community involvement as partners in learning.  | Significant increase in community attendance at special events and in Start Well programs by 70% in 2016.<br><br>We have increased support and parent participation in all aspects of school. There will be a continued focus in the future. |                                 |
| All students have improved skills in being able to regulate emotions, set personal goals and improve their own emotional wellbeing.                      | All classes have implemented emotional regulation systems and explicit lessons. Students are exposed to consistent language and lessons on self-regulation.  |                                 |

#### Next Steps

- Design and implement a wellbeing strategy that incorporates student voice and community participation to impact on engaging students better on the playground.
- Continuation in strengthening student skills in self awareness, goal setting, regulating behaviours and improving emotional wellbeing through utilising neuroscience within all classrooms.

## Strategic Direction 3

### Leading and Managing for Success

#### Purpose

Strengthen innovative practices and self efficacy, for leadership sustainability and success.

#### Overall summary of progress

Curran Public School continues to develop an agenda for improvement in partnership with parents and the community. During 2016, the leadership team's main focus was to establish effective ongoing professional learning that is relevant, collaborative and future focused and supports teachers to reflect on, question and consciously improve their practice. All staff have ownership and are supported through their leadership journey, whether it be leading a class, stage, school or contributing to a brighter system. The 2016 leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels. Targets for improvement are emerging and timelines for milestones are being developed and monitored. The school has established partnerships with families, local businesses and community organisations with the express purpose of improving outcomes for students. The implementation and engagement in the Performance Development Framework has led to staff engaging in a more reflective process to encourage growth. Curran Public School has introduced a number of programs and improved staff skill by providing professional learning which is relevant, meaningful and student-centered. The school culture is one of positivity where staff and students express a high level of satisfaction with support provided by the leadership team.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year   | Funds Expended<br>(Resources)   |
|--|---|---------------------------------|
| All students' academic and wellbeing data is tracked and analysed regularly to strengthen leadership and differentiation of curriculum delivery and learning intentions.   | Student data in the areas of English, Mathematics and Wellbeing are being tracked across the school. This has increased staff capacity to use data to inform practice and build collective efficacy.  | Refer to Strategic Direction 1. |
| All staff have professional development plans and engage in a culture of ongoing professional learning that is child centred, relevant, collaborative and future focussed. | 100% of staff engage and reflect on their own professional goals. These goals are linked to school strategic directions and form the basis of a strong school learning culture for all.<br><br>Staff have purposeful leadership roles based on professional expertise and are supported in continual improvement. |                                 |

#### Next Steps

- Development and progression of school plan made more visible and accessible to staff, students and community members.
- Provide enhanced opportunities for staff to refine their leadership skills.

| Key Initiatives                                     | Impact achieved this year  | Resources (annual)   |
|---|--|--|
| <b>Aboriginal background loading</b>                | <p>Student achievement and improvement is evident for all Aboriginal students.</p> <p>100% of Aboriginal students have PLPs and Aboriginal and Torres Strait Islander attendance rates sit at 91% .</p> <p>An AEO has enhanced the learning environment across the school through strong culture and celebration.</p>  | Refer to Strategic Direction 1.  |
| <b>English language proficiency</b>                 | <p>Data sources suggest that a high percentage of our K–2 EAL/D students are in the developing or consolidating phases.</p> <p>Data sources suggest that a high percentage of our 3–6 EAL/D students are in the developing and consolidating phases.</p>   | <p>EALD teacher 3 days per week</p> <p>\$12850 committed to the Employment of Speech Therapist</p>   |
| <b>Low level adjustment for disability</b>          | <p>Students who have received integration funding all have IEP's in place, which are collaboratively reviewed at regular intervals and communicated to all stakeholders. All students within this category fulfilled their goals and will use these as a platform for designing future goals. All students with a disability have been added to the NCCD data base and adjustments have been made and communicated to parents on a regular basis, in a collaborative manner.</p> <p>The employment of SLSO's has supported students who do not meet the threshold for integration funding support.</p> | Employ SLSO's to support students who do not meet the threshold for individual IFS. Utilise the SLSO as part of a wholeschool support plan managed by LST. |
| <b>Quality Teaching, Successful Students (QTSS)</b> | This funding has provided the opportunity to develop a program which facilitates cross pollination and classroom visits. These were used to enhance staff knowledge in the implementation of future driven classroom practices including goal setting and embedding research into practice. It incorporated peer reflection, student voice and evaluation of practice.   | Refer to Strategic Direction 1.  |
| <b>Socio–economic background</b>                    | Student achievement and improvement is evident for all students, including at risk students. A greater understanding of interpreting data has led to the school being more responsive to student need at the point of need. Staff are better equipped to differentiate programs to address identified needs in both academic and wellbeing facets. The learning environment has been enhanced across the school to support learning anywhere at anytime. Attendance rates remain slightly under state attendance rates.  | Refer to Strategic Direction 1.  |
| <b>Support for beginning teachers</b>               | Early Career teachers have been supported at Curran Public School by the AP teaching and Learning and EAfS staff, additional teacher reflection time through timetable considerations, mentoring and coaching. Beginning teachers are highly supported to deliver excellent curriculum and focus on  | Refer to Strategic Direction 1.  |



|                                       |  |   |
|---------------------------------------|--|---|
| <b>Support for beginning teachers</b> | improving student learning outcomes. The requirements of this funding have been met.   | Refer to Strategic Direction 1.                                       |
| <b>Early Action For Success</b>       | Through 2016, the number of students achieving at or above the expected literacy and numeracy levels has continued to be at a consistently high rate. Teacher use of data, the application of literacy and numeracy continuums as a tool and measurement against syllabus documents have improved. Community participation at Curran Public School has also been enhanced. The EAfS team has facilitated the training of an increased number of staff in L3 and TEN during 2016. The team has built capacity and sustainability within the school. This has resulted in a staff member from the school being successful in obtaining an Instructional Leader position for 2017–2019. | FTE .84,<br><br>Innovation Grant \$4900<br><br>Training Grant \$16000 |

## Student information

### Student enrolment profile

|          | Enrolments |      |      |      |
|----------|------------|------|------|------|
| Students | 2013       | 2014 | 2015 | 2016 |
| Boys     | 142        | 150  | 148  | 136  |
| Girls    | 135        | 132  | 125  | 125  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 93.8 | 93.1 | 91.6 | 91.3 |
| 1         | 95.1 | 94.2 | 91.2 | 89.8 |
| 2         | 92.9 | 96.3 | 92.8 | 90   |
| 3         | 93.8 | 92.9 | 93.7 | 92.1 |
| 4         | 94.3 | 93.6 | 91.6 | 92.2 |
| 5         | 93.9 | 95.3 | 92.3 | 90.2 |
| 6         | 94   | 92.7 | 92.9 | 93.4 |
| All Years | 93.9 | 94   | 92.3 | 91.4 |
| 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   |

## Workforce information

### Workforce composition

| Position                              | FTE* |
|---------------------------------------|------|
| Principal                             | 1    |
| Assistant Principal(s)                | 4    |
| Classroom Teacher(s)                  | 11.7 |
| Teacher of Reading Recovery           | 0.32 |
| Learning and Support Teacher(s)       | 1.5  |
| Teacher Librarian                     | 0.6  |
| Teacher of ESL                        | 0.6  |
| School Administration & Support Staff | 7.57 |
| Other Positions                       | 0.42 |

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Curran Public School employs 3 Aboriginal staff members: 1 Aboriginal Education Officer, 1 School Learning Support Officer and 1 Classroom Teacher.

### Teacher qualifications

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

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 57         |
| Postgraduate degree             | 43         |

## Professional learning and teacher accreditation

To support the school's strategic directions, all teachers, Learning Support Officers and Administration staff participated in an extensive range of professional learning projects, programs and workshops in 2016. The school committed a large amount of money towards professional learning. School based professional learning occurs for two hours every fortnight and focuses on improving pedagogy through a Spiral of Inquiry process. Compliance training and whole school monitoring of milestones related to the implementation of the school plan occurs every fortnight after school.

In Term 2, staff attended a combined Staff Development Day along with other schools in our EAfS COS group: Guise, Campbellfield, The Grange and Sarah Redfern Public Schools. The professional learning on this day focused on improving staff capacity to better meet the needs of the learner through writing, SOLE and Digital Literacies.

In Term 3, Curran Public School staff participated in a professional learning day presented by Ian Jukesf from InfoSaavy21. The day focused on modern learning and the role staff play in preparing students for the future. This partnership will continue in 2017.

Staff participated in a Saturday professional learning day delivered by Education Change makers. The learning on this day focussed on design thinking as teachers and how to engage students in the design thinking process.

In conjunction with these whole school training and development initiatives, there were a number of individual professional courses attended by staff. These included L3 (Language, Learning & Literacy), L3 Stage One, Leadership development through SVA, Star Hub days and educational conferences.

This year has seen five teachers work towards accreditation at proficient level. Some of these teachers were employed on a Temporary appointment during the year and were supported through this process. Four teachers maintained accreditation at proficient level. Four teachers have indicated that they would begin seeking accreditation at a Lead or a Highly Accomplished level from 2017.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 17 October to 31 December 2016.

|                                       | 2016 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 0.00                    |
| <b>Revenue</b>                        | 859 648.23              |
| (2a) Appropriation                    | 840 886.87              |
| (2b) Sale of Goods and Services       | 2 698.82                |
| (2c) Grants and Contributions         | 15 907.42               |
| (2e) Gain and Loss                    | 0.00                    |
| (2f) Other Revenue                    | 0.00                    |
| (2d) Investment Income                | 155.12                  |
| <b>Expenses</b>                       | -367 156.61             |
| Recurrent Expenses                    | -367 156.61             |
| (3a) Employee Related                 | -282 604.58             |
| (3b) Operating Expenses               | -84 552.03              |
| Capital Expenses                      | 0.00                    |
| (3c) Employee Related                 | 0.00                    |
| (3d) Operating Expenses               | 0.00                    |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 492 491.62              |
| <b>Balance Carried Forward</b>        | 492 491.62              |

### Financial summary equity funding

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

|                       | 2016 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 1 880 276.65            |
| Base Per Capita       | 15 685.60               |
| Base Location         | 0.00                    |
| Other Base            | 1 864 591.05            |
| <b>Equity Total</b>   | 884 888.37              |
| Equity Aboriginal     | 72 588.08               |
| Equity Socio economic | 529 895.68              |
| Equity Language       | 85 961.29               |
| Equity Disability     | 196 443.32              |
| <b>Targeted Total</b> | 732 669.69              |
| <b>Other Total</b>    | 175 143.00              |
| <b>Grand Total</b>    | 3 672 977.72            |

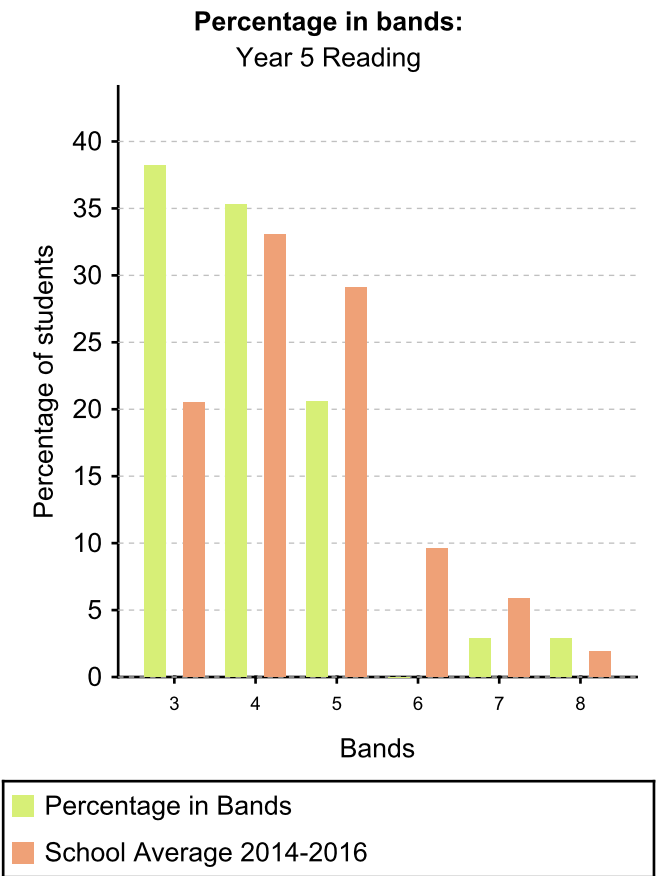
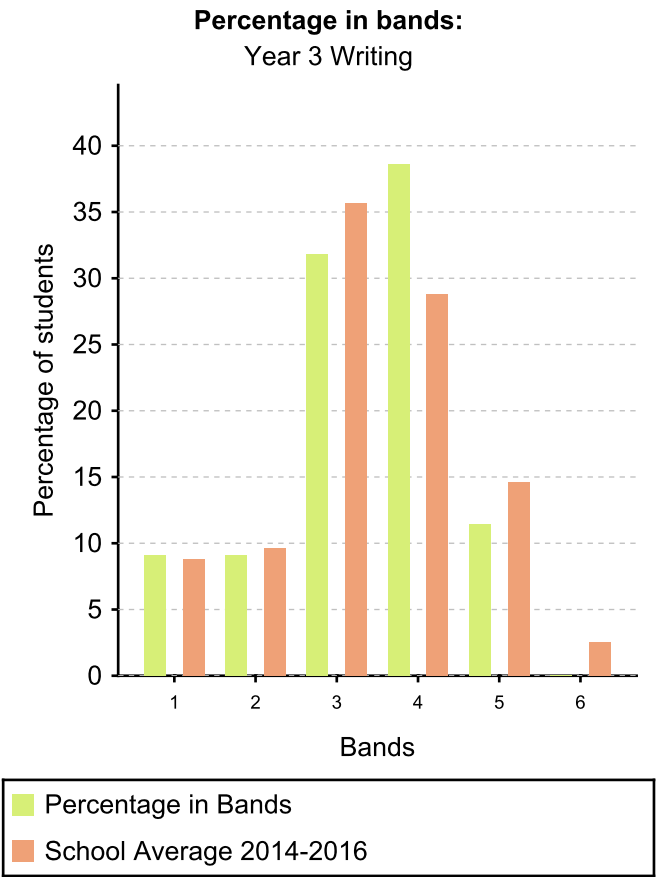
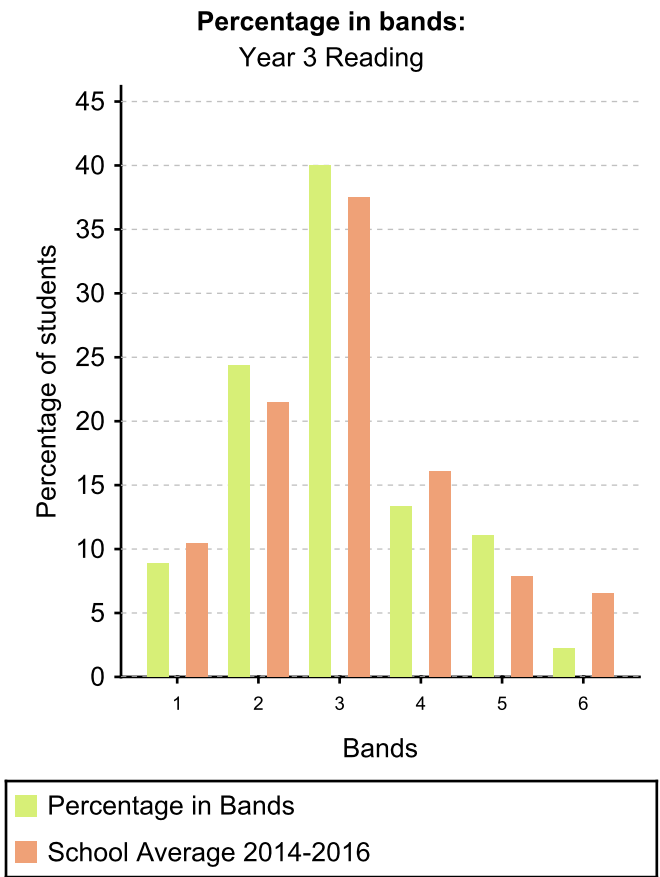
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or

community groups. Further details concerning the statement can be obtained by contacting the school.

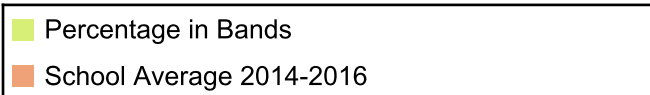
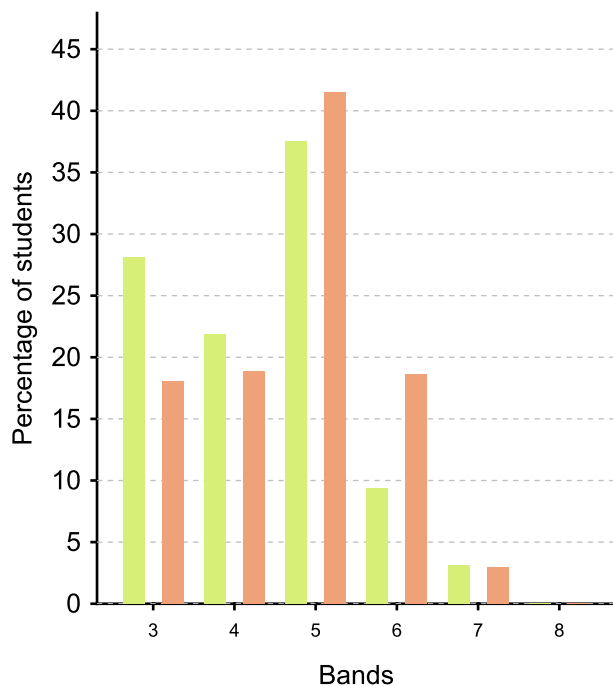
School performance

NAPLAN

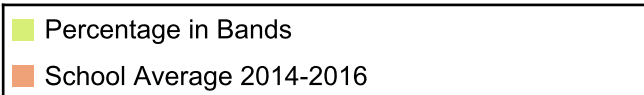
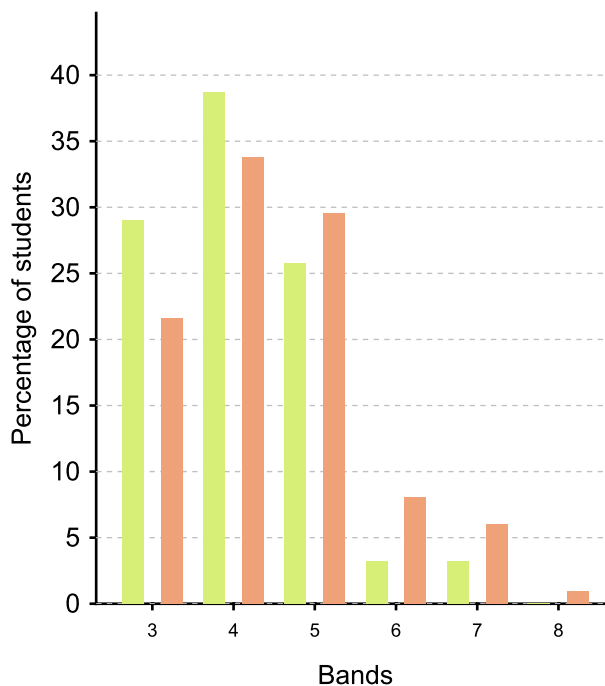
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



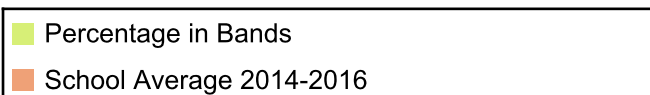
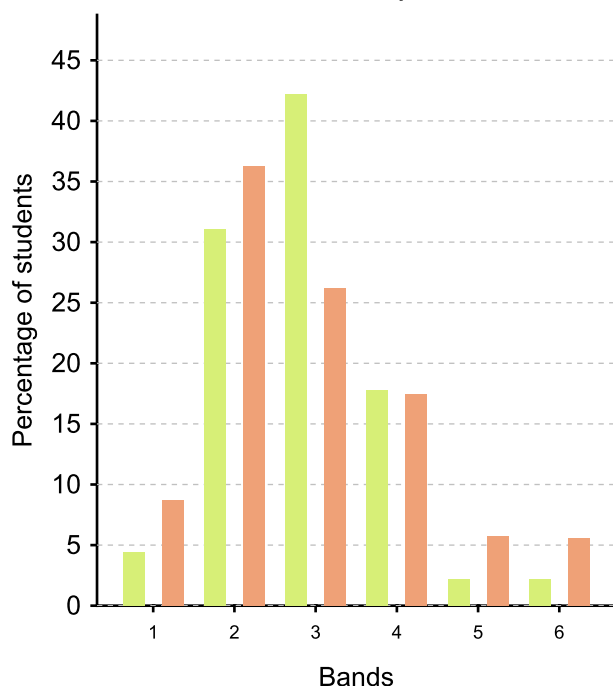
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



**Percentage in bands:**  
Year 3 Numeracy



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

### Parent/Caregiver, student, teacher satisfaction

Curran Public School's community recognises and values shared visions by building strong partnerships and relationships between parents/caregivers, students and teachers. We have a number of opportunities for all to connect, succeed, evaluate and plan for school initiatives, programs, resources and educational priorities to best meet the needs of the modern learner. This approach is strongly supported through the school Facebook and Twitter pages, regular online feedback from school based survey analysis, transcripts from interviews completed and collated by the NSW DEC external Early Action for Success team, extensive reviews and evaluation by the International consulting group Infosavvy21, as well as regular formal and informal meetings.

Families regularly attending our onsite Schools as Community Centre programs such as START WELL gave written feedback through comments such as "Curran has an amazing friendship with both the parents and community and just the students they go over and beyond their roles" and "Staff are considerate of all of the children and parent needs, making it a great, friendly environment and program". Whole school



survey analysis further shows that 97% of parents feel that school staff take an active role in making sure all students are included in school activities, and believe that their individual child's needs are catered for academically.

Student voice is also a major driver of our programs and initiatives showing positive results and feedback this year. In particular, students, the P&C and staff were surveyed on their thoughts and ideas towards improving the school playground with a focus on collaboration, problem solving, developmental play and sporting skills. Next year we aim to start to design and implement these ideas in consultation with the whole school community.

In response to the regular data and evidence collected, contextual decision making and extensive planning improvements have been made using the Program Logic model to implement a range of initiatives. Program logic planning includes short, mid and long term outcomes, specifically identified steps for implementation and measurements of success. This is planned by appropriate teams in close consultation with families, the community and includes student voice. Overall, effective use of school, system and community expertise and resources are being used to work towards achieving our school vision.

## Policy requirements

### Aboriginal education

Curran Public School has an Aboriginal student population of approximately 18%. As a school, we are committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their schooling. Curran Public School is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.

2016 has been another very successful year in regards to Aboriginal Education with continued commitment of staff and continued dedication and support of schooling by Aboriginal students and their families. Curran Public School's 2016 data showed that Aboriginal students as a group had excellent attendance once again. Curran Public School strategically combines Aboriginal equity funding with other funding sources to better support the needs of Aboriginal students. This includes professional training and development of staff in the area of Aboriginal Education, the purchase of cultural resources, the employment of an Aboriginal Education Officer and the employment of a School Learning Support Officer to work with targeted K-6 Aboriginal students.

Curran Public School provides an environment rich in Aboriginal Culture. The AEO also works closely with classroom teachers to develop and deliver authentic and relevant Aboriginal perspectives within the curriculum. In addition to this, the AEO works closely with individual Aboriginal students to provide

academic, social and wellbeing support. Our Aboriginal community has supported the school throughout the year by attending many school functions, PLP meetings, BBQs and assemblies.

As a result, Curran has 100% of Aboriginal students with consultatively devised Personalised Learning Pathway plans. Curran Public School welcomes the Aboriginal community to many school events. In 2016 this included the Reconciliation Week Activities, classroom open days and weekly assemblies where students sing the national anthem in Dharawal language and acknowledge the traditional landowners.

In turn, the students and staff of Curran are regularly involved in Aboriginal community events, including the NAIDOC touch football competition. Curran Public School works closely with outside agencies to provide additional services to our Aboriginal students and their families. These include Health Checks and Ear Screening through Tharawal Medical Service and Learning for Life scholarships through The Smith Family.

Our Aboriginal students' increased engagement and achievement has given them the confidence to take on new challenges and excel in areas of interest. This year Kirrinda Ballangary formed part of the Future Problem Solving Team which will travel to America to compete and she was also awarded the Girl's Vice Captain for 2017. We are extremely proud of the achievements of Kirrinda and all Aboriginal students in our school as they achieve their personal milestones. We remain committed to continuing to provide a school environment that fosters excellence in Aboriginal education.



### Multicultural and anti-racism education

Curran Public school has an inclusive culture that celebrates difference and ensures flexible learning for all students. 46% of students are from language backgrounds other than English.

This year teachers have been using a new approach to profiling ESL students, the EAL/D progression English as an Additional Dialect.

This change has given teachers the opportunity to analyse and discuss student ability and progress in order to place students on the progression of learning

for listening, speaking, reading and writing. This will assist all teachers at Curran Public School to successfully plan teaching and learning activities for the EAL/D students in their class.

To celebrate multicultural education in 2016, Harmony Day and NAIDOC Week were celebrated in conjunction with Education Week. Students and teachers experienced a day of activities to learn about and celebrate the customs of some of our cultures.

Curran Public School has a Community Language Program in Samoan that operates two days per week. Mrs Brown is a qualified Samoan teacher who works closely with our Pacific Islander community. All students have developed an awareness and appreciation of their Samoan culture and language.

This program has encouraged the Pacific Islander community to become actively engaged in all aspects of their children's learning and this is evident through their support of the schools Samoan dance group and drumming program.

We have fostered a sense of tolerance, respect, cooperation and understanding of all cultures and traditions, providing a learning and working environment where racism is not tolerated and racial issues are referred to the trained Anti-Racism Contact Officer, Ms Szaitz.

### Other school programs

#### International Champions – Future Problem Solving.

Our grade 6 students from the Future Problem Solving team were extremely successful in representing Australia, our school and community with their 'Care Package Service' at the International Competition in Michigan, USA in June, 2016. This is an educational program for students of all ages, focusing on the development of critical, creative and futuristic thinking skills.

The overall competition hosted over 150 schools from countries throughout Europe, Asia and the USA. The team achieved an honorable third place and their dedication to continuing to improve the outcomes of their project has seen them win for a consecutive year in the October 2016 National finals in Melbourne.

The current team have been building sustainability by mentoring new younger students who will be joining them in travelling to Wisconsin in June, 2017 to present their action plan and results on the evolved 'Parents as Partners' focus. Our Project focuses on building strong community partnerships to support learning in and out of the home. The goal being to ensure every student entering Kindergarten has strong learning foundations and is set up on a successful schooling pathway. The success of the project has meant it is now part of our transition to school program where students became teachers and parents became partners in learning.

Results have shown a 60% increase in the number of

parents/caregivers collaboratively involved in Early entry programs and 40% improvement in the number of students entering Kindergarten achieving expected age appropriate outcomes. It has overall had a great impact on our community and the wider community building stronger home/ school links.

### START WELL

Strengthening Transition And Relationships To school With Emphasis on Life-long Learning (START WELL) aims to collaboratively design and deliver a weekly program focused on promoting authentic partnerships with parents and the broader community to bring mutual benefits and maximise student engagement and achievement.

Curran Public School, the onsite Schools as Community Centre (SACC), the University of NSW ASPIRE initiative and our student Future Problem Solving team are continually improving this modern initiative and have been successful in:

- Strengthening partnerships and relationships between parents/carers, teachers and the school community.
- Increasing parent and child confidence and emotional well-being related to starting school.
- Improving literacy and numeracy early entry data.
- Ensuring parents have more people that they can turn to in the community and are accessing available services to support their child's development and schooling success.
- Clearly communicating background information with parents/carers and schools to plan early intervention and support strategies necessary for a smooth Kindergarten transition.

There were 52 registered parents/caregivers and their children in the START WELL program this year, with 39 of those attending Kindergarten at Curran Public School in 2017. The weekly program ran for two hours with every fortnight incorporating a 'Parents as Partners' session run alongside our specialist staff and team in the roles of Speech Therapist, Occupational Therapist, Early Childhood team, International Guest speakers and Literacy and Numeracy experts. These sessions had a strong emphasis on personalised and future focused learning, with all participants designing, making, using and taking home a practical educational 'Care package'.

This resource package was formally presented by the Future Problem Solving team in the final session of the 28-week program after an excursion to the Sydney Aquarium. We had 102 parents, grandparents and aunties/uncles attend and complete surveys showing that 100% felt 'extremely satisfied' with the program. Written comments included *"It was great to see parents working together and helping build the packs – it showed our community spirit!" "I learnt the parents role in education and how to work with my child to make sure they have what they need when they start kindergarten," "My daughter now feels more confident and excited to start school and the care packages are a great resource"*. The success of the program has guaranteed that it will continue into 2017 with plans to extend and strengthen key components.

## Schools As Community Centre (SACC)

The Curran community works closely together with the onsite Schools as Community Centre (SaCC) to lead a family initiative focused on cooking, gardening, swimming and developmental play. The program is aimed at supporting families with young children from birth to 8 years of age. Over 100 parents, caregivers, grandparents and community members manage and work together to fundraise, design, implement and promote the program that runs across the week in daily sessions. *"This is an important initiative because it is set up by the community, for the community and shares community knowledge and expertise across the community."* Parents and children learn a new, healthy, family friendly recipe each week from a group member.

They have shared over 200 recipes from over 15 different cultural backgrounds. This year they have successfully published and sold their group cookbook with proceeds being utilized within the centre to continue these initiatives. The parents have successfully applied for and secured a small grant from the Campbelltown Council and the local Ingleburn Rotary Club that has helped support improving and extending their gardens which include vegetables, herbs, sensory plants and now an orchard.

The garden and kitchen are used to inspire a range of cultural recipes, increase composting knowledge and to encourage sustainable and healthy living lifestyles. These gardens are shared with the K–6 Curran classes, including the Support Unit and a Stage 3 Gardening elective group. Parents also successfully completed First Aid and Food Handling Training, as well as an Event Management course. These courses and the group's strong collaboration together has led to them organising and running the Macquarie Fields Good Neighbours Showcase and participating in the Campbelltown Council Walk for Cancer Awareness.

The success of this initiative has been recognised through members sharing photos, stories and recipes that were published in the local newspaper and on their own Facebook group page. The SACC has also formed a close working partnership with the local Junction Works team who have been providing onsite services such as baby massage clinics and Psychologist services.

This partnership will continue to strengthen next year with plans to further include an Occupational Therapist and Justice of the Peace services. Curran Public School aims to continue to work with the community and the centre to support and strengthen partnerships between parents/caregivers, children and the whole community.

## Creative Arts

Throughout 2016, Curran Public School has strived to provide a diverse range of opportunities and learning in the area of Creative and Performing Arts.

Our biannual Art Show, kick started the creative year. The Curran Art Show was a collaborative effort shared by teachers and students in each year, giving them the chance to share their learning through an individual art piece and a united installation prepared by each class. Students explored a range of techniques and skills to develop digital art works, sculptures, photography, mosaics, watercolours and prints. These pieces were proudly shared with the Curran Public School community, including parents, friends, James Meehan High School Art Staff and members of parliament. The teachers who were involved in preparing the Art Show were overwhelmed with the amount of support, interest and praise the students received as part of this week long event and look forward to sharing the enjoyment and confidence the students gain from the Art Show in the years to come.

Following the Art Show, came the eagerly anticipated 'Curran's Got Talent'. This year the talent show enabled our students to showcase their singing, musical and rhythmic skills on stage. Again, the teachers involved in preparing the event were astounded by the commitment and confidence of all the performers. We are also extremely proud of the audience who truly represented our school culture by encouraging each act as they performed. This extends to the wider school community as we had a record number of audience members to celebrate and cheer us on.

Congratulations to Kirrinda Ballingarry (Year 5) and Georgia Besters (Year 6) who were our Curran's Got Talent 2016 Winners as voted by our Special Guest Judges. A special mention goes to our incredibly entertaining hosts, Crivin Kepu (Year 6) and Charles Letogui (Year 6) who composed themselves effortlessly while running the show.

In addition to these outstanding school events, we were lucky enough to be involved in countless external performances and Art competitions throughout the year. The Hip–Hop group worked tirelessly with Miss Sheldon to steal the show at Fire in the Fields. The School Choir led by Mrs Safarjalani and Ms Rome also shone at the same event. Not only were they entertaining the community, both groups helped the school celebrate assemblies, special events and the End–of–Year Performance.

Last but not least, we had the End–of–Year Performance. Proving they can be quite the entertainers, again Crivin and Charles ensured the event not only ran smoothly but was also filled with lots of laughs. It was brilliant to see these students taking full advantage of leadership opportunities. We shared performances from all stages, including the support unit and even special teacher collaborations.