

Currans Hill Public School

Annual Report



2016



4625

Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

The annual report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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Relieving Principal

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Message from the Principal

There were many notable achievements throughout 2016 at Currans Hill Public School . This annual school report is an account of the school's operations and accomplishments throughout the year. The annual report 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 in the three areas of learning, teaching and leading. The school places a strong emphasis on developing the well being of the whole child through planned cultural , social, sporting and academic activities.

Currans Hill have a highly dedicated and professional staff who are committed to working collaboratively to develop their teaching practice in order to improve student learning outcomes. Some significant highlights throughout 2016 included:

- The participation of 50 students from K–6 in School Spectacular at the Acer arena Homebush . In addition to School Spectacular, our choir and recorder group again performed at the Sydney Opera House as part of the Festival of Music and our dance troupes won or placed at several local eisteddfods.
- Our school coordinating the Macarthur Aboriginal Kids Day as part of NAIDOC Week which involved 135 Aboriginal students from across 11 primary schools and two High Schools within the Campbelltown – Macarthur Principal Network.
- Developing stronger relationships with our Community of Schools. Our local High School has continued to work closely with the primary schools to ensure there is a highly effective and quality transition program for years 5 and 6. Staff had many opportunities to collaborate and develop their practice through learning partnerships particularly in mathematics across stages 4–5 , professional leadership workshops and the introduction of a junior Aboriginal Educational Consultative Group (AECG). In addition to this , our students participated in a highly successful Science Fair at Mt Annan High School where students were then selected to present their research at Wollongong University.
- Staff consolidating their professional learning in Targeted Early Numeracy, Formative Assessment and Focus on Reading to implement quality teaching strategies and also participated in extensive professional learning on the new English syllabus with an expert consultant who assisted staff with developing their knowledge and understanding of planning and programming.

Sandra Wilson Relieving Principal

School background

School vision statement

Together our school community encourages and supports a quality learning environment. Through an atmosphere of trust and mutual respect this partnership shares the responsibility for learning. We strive to be the best we can be and value the contributions of all for the success of our students

School context

Currans Hill Public School is located in the south west Sydney Region of NSW. In 2016 the school had an enrolment of 580 students with 20% having a language background other than English and 6% Aboriginal and Torres Strait Islander background. Learning and well-being are at the forefront of all that occurs at the school. Through the promotion of a climate of care, participation and excellence, the school prides itself on providing a rich curriculum for the students. Currans Hill has been recognised as a dynamic school community clearly demonstrating our motto 'Growing Together, Learning Together'. Staff are committed to the continual improvement of school initiatives and ongoing professional learning to deliver high quality, innovative classroom programs. Opportunities exist for students in art, dance, music, sport, gymnastics, public speaking and student leadership. A learning support program for students in need of additional assistance caters for students' social, emotional and learning needs. Reading Recovery, Learning and Support, Speech Language Programs and English as an Additional Language/Dialect initiatives complement the work carried out by classroom teachers in personalising programs to meet the needs of all students. The school has a special education unit with 1 multi-categorical class (MC), 1 autism class (AU) and 1 intellectually mild class (IM). The school's facilities offer a fully equipped hall, air-conditioned classrooms, two covered outdoor learning spaces, a computer laboratory, interactive whiteboards, a range of mobile devices including iPads and an extensive library. An Out Of School Hours care facility is also provided for our community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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. The framework supports public schools throughout NSW in the pursuit of excellence by providing clear descriptions of high quality practice across the three domains of Learning, Teaching and Leading.

This year, staff members at Currans Hill Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated during staff meetings in Term 4 to examine the school plan to determine the elements of the School Excellence Framework that the school plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the School Excellence Framework. This ensured that our improvement efforts aligned with the high expectations within the Framework.

Learning

Our school strategic plan focused on Curriculum, Assessment and Reporting and developing a school culture focussed on Learning as the key elements in 2016. Professional learning focused on teaching the new English syllabus, Targeted Early Numeracy (TEN) and Formative Assessment practices. Evidence indicates that more staff are adopting learning intentions and success criteria into classroom lessons. All staff participated in planned professional learning sessions with a highly skilled consultant in English with emphasis on planning and programming. Our reading results for years three (NAPLAN) indicated results were comparable with previous years in the proficiency bands. Reading growth for year five was 62% which is on track for our three year improvement measure target of a minimum 65% growth in reading.

Year three trend data showed great improvement in reading in 2016 with 40 % year three in the proficient bands for reading and 96% who were at or above national minimal standard. This was equivalent to state levels (97%). The School Excellence Framework reports also indicated results above similar schools for National Minimum Standard for years three in Reading and Numeracy. Grammar and Punctuation growth in Year 5 was above SSG although spelling in Year 3 and year 5 is an area we will need to address in 2017.

The Tell Them From Me “Effort” survey also indicated that students had a favourable approach to learning. An average of 80% of students surveyed indicated that they “*are interested and motivated in their learning.*”. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them through classroom adjustments.

Assessment data is analysed by staff that informs planning for targeted students. This occurs at class, stage and learning support team level. NAPLAN item analysis was completed for whole school examination, classroom teachers monitored and tracked student progress, whilst the learning support team tracked individual students on Personalised Learning Support Plans. Individual students set learning goals and reflect on their progress as part of lesson learning intentions and success criteria. Students are given specific feedback about their learning by their teacher and peers so that they can improve.

Extra-curricular activities continued to be a major focus for the school community. The school prides itself on offering additional activities that promote student engagement. Tell Them From Me surveys and parent surveys indicated strong sense of belonging at the school, advocacy from teachers for the students, excellent student/teacher relationships, expectations for success (all at or above state norm) and opportunities for students in sport and extra-curricular activities. Our preschool and High School Transition programs continue to ensure that identified students are supported during this sensitive transition period through additional visits, sharing of information on students and classroom adjustments.

Teaching

Our main focus in 2016 had been on building Collaborative Practices through team teaching with an Instructional Leader and mentoring to ensure implementation of FoR, Targeted Early Numeracy (TEN) and Formative Assessment. Focus had been on building staff capacity and knowledge of syllabus content, through professional learning opportunities, dialogue and lesson observations. Staff were supported in planning and programming for English with use of Resource Allocation Model funding to purchase teacher time with an experienced consultant.

Classroom practice is continually improving with Tell Them From Me surveys indicating that 82% students find *the classroom instruction is well organised, has a clear purpose and that they are given immediate and effective feedback that helps them learn* and that concepts were taught well and that class time was used efficiently. This indicates that more students value learning and have higher levels of engagement for improving their learning. Students are setting learning goals and receiving explicit feedback to improve their learning. Staff are using data walls and formative assessment practices to monitor student learning progress and to plan future learning. Staff are developing evidence based practices through their reflections, discussions with colleagues and evaluations of students work. Some staff members have developed both school internal and external support networks to enhance their professional development.

Leading

We believe our school resources are utilised extremely well with school facilities being used by numerous groups within the community. School financial management supported school plans and links with outside agencies, community of schools and other providers is ever increasing. Joint projects have been established with our Community of Schools and we trust this will further enhance student learning and outcomes for stage 3 and 4 including Mathematics, Public Speaking and Technology.

Our priority is to progress leadership and management practices and processes through a strong foundation of leadership capacity building across the school. The school is committed to leadership development with many non-executive staff leading teams within the school, taking initiatives for extra-curricular projects and demonstrating positive career aspirations. Beginning teachers were supported with mentors and the staff actively participated in outside of school projects both as participants and leaders. These included PSSA executive, zone convenors, Macarthur Pods projects and executive development roles for staff from network schools. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic learning culture.

In conclusion, to further enhance student learning in line with our strategic plans, further development needs to be given to use of data with professional learning and implementation of formative assessment practices, Focus on Reading and Targeted Early Numeracy being consolidated into all classrooms. We plan to utilise equity funding to employ additional staff to work in class with teachers, collaboratively planning, teaching and assessing students through monitoring and using data more to drive the teaching and learning process.

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

Culture and Values

Purpose

To develop a culture of continuous improvement for all members of the community.

Overall summary of progress

As part of our commitment to ongoing professional learning, all staff completed personal development plans related to the School's Strategic Plan and identified areas for future development in line with the Australian Teaching Standards. Staff participated in mentoring sessions with the School Instructional Leader in Literacy and Numeracy. Staff worked together collaboratively across stage groups to ensure consistency of curriculum delivery and teacher judgement when assessing student work and participated in scheduled lesson observations and mentoring sessions to drive school wide improvement of teaching in line with current researched based practices. As part of our Community of Schools initiative, Stage 3 staff worked with our local High School to facilitate a Stage 3–4 Mathematics program. Staff reviewed 21st Century learning practices such as Project Based Learning and SOLE and continued to promote parent involvement in school events and student learning through planned events like Easter Hat , Yarning Circles and Parent Information Nights.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All teachers have formal development and improvement plans and there is recorded evidence of growth and improvement with feedback provided by executive staff.	All staff had performance and development plans in place with many staff focusing on aspects of the school's strategic directions as part of their own personal development. These were specifically targeted at professional knowledge and implementation of the new English syllabus, Targeted Early Numeracy into classroom practice and Formative Assessment as well as tracking student progress along the literacy and numeracy continuums.	Teacher Professional Learning – \$28,597
<ul style="list-style-type: none">Mentoring and support networks are established with staff accessing and contributing to a broad program of collaboration across networks.	Executive staff provided mentor time to all staff and supported their team with classroom visits, observations and co-operative planning. As a result, implementation of best practice is evident in many classrooms. Cross stage collaboration was evident with the instructional leaders working with staff to develop units of learning using evidence based practices . Early career teachers were assigned mentors and utilised Beginning Teacher funds to observe best practise, prepare programs and resources and engage in professional dialogue with colleagues. Executive Staff participated in professional learning networks across the region to enhance their understanding of innovative learning practices and share resources and ideas.	Beginning Teacher Funds– \$42,589
<ul style="list-style-type: none">Evidence of high levels of parent and community involvement with consultation that enhances student learning.	<p>On average 15–20 parents regularly attend P & C Meetings. Parents continue to attend " Yarning Circles" and the autism support group for parents which provides excellent support for our indigenous students and autistic students.</p> <p>The kindergarten Parent Information session in Term 1 was attended by 50 parents and in excess of 200 parents attended the Easter Hat Parade. Other planned school events and activities were also well attended.</p>	

Next Steps

In 2017 we will continue to improve collaboration with our Community of Schools (COS) across the Key Learning Areas with particular focus on technology and further enhancement of the COS Indigenous program.

Staff will participate in fortnightly professional learning as a stage to share best practice, analyse school data and moderate assessment tasks in line with school targets with the support of an Instructional Leader.

As part of our Community Consultation Grant, we will employ a Community Liaison Officer who will support staff with promoting parent workshops on various curriculum areas and strengthen home –school communication through effective use of social media.

Strategic Direction 2

Teaching and Learning

Purpose

To ensure that high quality teaching and learning programs are being delivered in every classroom to every student and that all community members are lifelong learners who work in partnership to facilitate best possible outcomes for all stakeholders, providing a supportive and dynamic learning environment where all parties strive to reach their full potential.

Overall summary of progress

There was significant focus on staff professional learning in 2016 in the areas of English, Targeted Early Numeracy (TEN) and Formative Assessment practices. Action research and school data completed by each stage indicated significant improvement in student outcomes in number in particular especially in K–2. The Instructional Leader worked with grades 2–4 to strengthen teaching practice in the areas of TEN, writing and reading comprehension.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All teachers demonstrate evidence of utilising student progress data in their teaching and learning programs which is shared among colleagues.	<p>PLAN data is updated and class and stage assessments drive teaching programs.</p> <p>NAPLAN data is analysed and shared with staff to identify areas of strength and aspects for further development.</p> <p>Teachers collaborate on programming and assessment data at stage and cross-stage level.</p>	Literacy and Numeracy Support – \$16, 818
<ul style="list-style-type: none">Formative assessment practices are being used in all classrooms to inform teaching.	Staff have worked with an English Consultant to improve their understanding of programming and planning using the new English Syllabus and have continued to engage in professional learning on Formative Assessment. All staff are using Learning Intentions and Success Criteria to refine their teaching.	Professional Learning – \$28,597
<ul style="list-style-type: none">Staff require less technical assistance as they utilise technology in classroom practice.	The ICT team continues to support staff with the implementation of new programs and how to effectively use technology across the curriculum.	ICT – \$10,000 Computer Coordinator– \$17,888
<ul style="list-style-type: none">Executive supervision within teacher accountability demonstrates that staff are utilising improved teaching strategies in their planning and classroom practice.	Executive staff continue to mentor their team members with classroom visits, program evaluation, assessment of PLAN data and collaborative planning across the stage.	Quality Teaching, Student Success – \$10,000

Next Steps

In 2017 we will further develop classroom observations and lesson planning through collaborative sharing of ideas and resources as a stage team. The Instructional Leader will work with years 3–6 to analyse school data and use evidence based practices to implement successful teaching strategies. Teachers will moderate student work samples, observe each other's practise and utilise formative assessment strategies to engage learners including learning intentions and success criteria.

Strategic Direction 3

Student Engagement and Attainment

Purpose

To develop a high standard of education practice for 21st century learners through the enhancement of a differentiated curriculum catering for personalised learners, high levels of student engagement, quality teaching and professional learning

Overall summary of progress

An increased number of staff implemented innovative learning spaces and 21st century practices into their classrooms in 2016. Whole staff focus on professional learning in reading and aspects of numeracy have contributed positively to student outcomes in these Key Learning Areas. Mentoring of staff and a cooperative and collaborative culture among staff to work together for improved student outcomes has become a key component within the school. Staff are becoming more adept at differentiating the curriculum to cater for individual student needs and at using learning ladders or bump it up walls in the class room to ensure students become self regulated learners who can set their own learning goals and respond to feedback to improve their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Improved proficiency in literacy and numeracy measured through increased NAPLAN trend data and a minimum of 65% of students displaying appropriate levels of growth (value-added)	Reading growth for year 5 NAPLAN indicated that 62% of students had satisfactory growth in reading. This is close to our three year target of 65%. Year 3 and 5 NAPLAN trend data showed that girls were performing better than boys in reading but that both boys and girls were below SSG in spelling. Our Year 3 students performed better than SSG in Numeracy. Year 5 Grammar and Punctuation (94%) were comparable to SSG (93%) and the State (96%).	
<ul style="list-style-type: none">Regular movement of all students along the clusters on the Literacy/Numeracy continuums.	PLAN data is tracked by all staff and utilized to plan future lessons. There was a focus on the continuum elements of Reading Texts, Comprehension and Place Value with students progressing from clusters 1 to 12 across K-6.	Literacy and Numeracy Support – \$16, 818
<ul style="list-style-type: none">High level of student attainment of grade expectations displayed through school assessment schedule; 90% of year two students reading at or above benchmark level 25; 70% of year two students at or above counting on and back level; numeracy	Our Kindergarten to Year 2 Students continued to show good progress in reading with the average reading level at the end of term 4 being level 9 in Kindergarten, level 19 in year one and level 25 in Year two. 72% of Year Two students are at counting on or back level for Numeracy.	

Next Steps

Staff will continue to engage in professional learning on Formative Assessment and in particular, Growth Mindset to ensure that students develop the necessary learning skills to be able to function successfully at school and in the wider community. Staff will be introduced to the Well Being Framework and we will continue to explore ways they can support the social – emotional learning of all students as research shows that there is a strong correlation between student engagement and learning and also well being initiatives and students academic results. The Learning and Support Team will continue to work with classroom teachers and parents to support students with additional learning needs with greater emphasis also being given to students requiring extension.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students have a Personalised Learning and Support Plan with specific support in Literacy and Numeracy. “Kanga Kids” group involving all Aboriginal students in the school continued. Regular activities and cultural learning occurred throughout the year. As part of our Community of Schools, Currans Hill and Mt Annan PS attended a combined excursion to Taronga Zoo. Staff from Currans Hill organised the Macarthur Aboriginal Kids NAIDOC week celebrations involving 11 primary schools and 2 High Schools across the Macarthur area at The Camden Environmental centre with local Elders and Department Staff. Staff from Currans Hill presented information about the school's Aboriginal programs at the state Aboriginal Education Conference at the Sydney opera House.	\$18,351
English language proficiency	A teacher was employed for two days per week to work specifically with our EAL/D students. Separate funding allowed for additional support for two new arrivals. Significant improvements were made with our phase one students.	\$39,788
Low level adjustment for disability	School Learning Support Officers were employed to support class programs and provide individual assistance to targeted students based on Personalised Learning and Support Plans	\$47,321
Quality Teaching, Successful Students (QTSS)	Executive staff were released from class to support their team with the implementation of high quality teaching and learning practices to assist students. Staff jointly developed units of work, moderated student work samples, analysed student data and observed each other's practise. Executive staff offered constructive feedback and observed classroom practise.	\$10,000
Socio–economic background	An additional teacher was employed for five days/week. These funds supported professional learning for all staff in writing, Focus on Reading and Targeted Early Numeracy programs. In–class mentor support was provided for staff to work side–by–side developing skills and implementing these program initiatives. A speech pathologist was also employed one day/fortnight to assess students and provide professional support and advice for staff and parents.	\$84,371
Support for beginning teachers	Our beginning teachers were provided additional support in 2016 with each Early Career Teacher having a staff mentor. Teachers utilised support and time to further develop their knowledge, skills and understandings in assessment and reporting, classroom management and planning at a class and stage level.	\$21,539

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	261	301	293	294
Girls	251	283	288	286

The total enrolment for 2016 was similar to previous years with the school's staffing allocation establishing 22 mainstream classes and three support classes. The school's non English speaking background enrolment was recorded at 20% of total enrolment with student backgrounds from over 30 different nationalities. Aboriginal and Torres Strait Islander enrolment continued a steady increase at approximately 6% of total enrolments.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.8	96.1	95.3	94.3
1	95	94.5	93.8	95
2	94.4	95.6	93.5	94
3	94.4	94.9	93.9	93.7
4	94.6	94.8	92.3	92.6
5	94.8	94.7	93.2	93.6
6	96.3	95	93.9	93.4
All Years	95	95.1	93.7	93.8
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

Student non-attendance rates for the school were low in 2016 although some families had specific monitoring by the Home School Liaison Officer (HSLO). Individual student attendance is monitored by school staff, the

Learning Support Team and through communication with the HSLO. Parents are notified of student attendance through the school reporting process, individual parent contact, newsletter communication and in specific cases, direct communication with the HSLO. Student monitoring is also supported in individual cases through communication with the Police School Liaison Officer and the Student Well-being Unit

Class sizes

Class	Total
KB	19
KR	19
KF	19
KD	18
1/2F	23
1O	22
1H	22
1B	22
2AB	23
2H	24
2BK	24
3D	30
3C	30
3/4N	30
3K	30
4W	29
4R	29
4/5G	30
5T	30
5/6W	30
6G	29
6B	30

Structure of classes

The classes were mixed ability classes for 2016 with four open learning environments also operating across the school. These occurred in Stage two and Stage three. Our three support classes; multi-categorical, autism and mild intellectual also integrated into the mixed ability mainstream classes on daily basis.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.3
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	7.06
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Currans Hill Public School has two Aboriginal teachers. Currans Hill Public School enjoys a close relationship with our local Aboriginal Educational Consultative Group.

Workforce retention

In Term 4 2016, the Principal, Keith Wray, retired from the school and Mrs Wilson became the relieving Principal and Ms Ryan became the Relieving Deputy Principal. Mr Cisneros was newly appointed to the school on the 3–6 Support class. Mrs Hogg took on the Instructional Leader role at the school, working closely with teachers across years 2–4 to implement explicit Literacy and Numeracy programs. Mrs Riley and Mrs Balcon jointly shared the Relieving Assistant Principal position for Mrs Pearce who was appointed the Instructional Leader at Campbelltown East.

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	24

Professional learning and teacher accreditation

Professional learning and teacher accreditation was again a high priority and a focus within our school plan for 2016 with all staff developing their own Performance and Development Plan. All staff participated in a variety of face to face sessions, online training and in some cases, external courses. There was a significant focus on consolidating Focus on Reading, Targeted Early Numeracy and Formative Assessment practices. In addition to this, all staff worked collegially with an English Consultant to explore the components of an effective English block and learnt techniques and routines for the smooth implementation of quality literacy practices in a meaningful and coherent way. Two Stage 3 teachers participated in a Community of Schools maths High School link program to share practise across the Primary / High School setting. External courses were attended by staff in a variety of areas that supported the school's strategic directions and personal professional plans. These included ICT and curriculum innovation, LMBR, Classroom Observation and mentoring, Project Based Learning, Growth Coaching, Leadership, Aboriginal Education and Engagement and analysing data. Six staff members participated in a Macarthur Principal Network action research initiative where they had the opportunity to participate in a professional teaching network to broaden their knowledge and improve practice.

Training in the Learning Management and Business Reform (LMBR) was also a key area for learning with the Principal, Deputy Principal and School Administration staff undertaking extensive training in preparation for the launch in Term 4. Some staff also pursued their accreditation with two staff completing the requirements for the proficient level, one staff member completing their maintenance and one staff member investigating the requirements for the Highly Accomplished level. The school also had four staff designated as early career teachers. These staff were supported with teacher mentors and were supported in aspects of teaching including assessment and reporting, planning, classroom management and whole school and stage program development. A total expenditure of \$81,000 (including beginning teacher funds) was allocated to professional learning for 2016.

Our beginning teachers were provided additional support in 2016 with each Early Career Teacher having a staff mentor. Teachers utilised support and time to further develop their knowledge, skills and understandings in assessment and reporting, classroom management and programming and planning at class and stage level.

An additional teacher was employed to support grades 2–4 with literacy and numeracy development. The Instructional Leader supported class teachers with the implementation of specific programs such as writing, Focus on Reading and Targeted Early Number (TEN) and modelled effective teaching and assessment strategies.

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.

This summary financial information covers funds for operating costs to Currans Hill Public School and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	239 827.00
Global funds	388 243.00
Tied funds	400 233.00
School & community sources	170 709.00
Interest	5 217.00
Trust receipts	36 091.00
Canteen	0.00
Total income	1 240 320.00
Expenditure	
Teaching & learning	
Key learning areas	74 130.00
Excursions	59 630.00
Extracurricular dissections	35 321.00
Library	18 071.00
Training & development	6 776.00
Tied funds	315 538.00
Short term relief	121 642.00
Administration & office	73 331.00
School-operated canteen	0.00
Utilities	47 843.00
Maintenance	46 288.00
Trust accounts	40 237.00
Capital programs	13 680.00
Total expenditure	852 487.00
Balance carried forward	387 833.00

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	442 101.62
(2a) Appropriation	387 829.14
(2b) Sale of Goods and Services	5 927.87
(2c) Grants and Contributions	48 072.46
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	272.15
Expenses	-246 250.79
Recurrent Expenses	-246 250.79
(3a) Employee Related	-155 180.60
(3b) Operating Expenses	-91 070.19
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	195 850.83
Balance Carried Forward	195 850.83

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.

The school budget aligns with the school plan which focuses on the three strategic areas for improvement. Our funding is made of a base school allocation based on the number of students enrolled and includes staffing and operational costs. We also receive equity funds to support Aboriginal students, students from a language background other than English, students with a disability and students from low socio-economic backgrounds. The school also receives individual funding for some students with high level needs. The school finance committee monitor spending and allocate funds to school teams to purchase resources in line with the School Strategic Plan.

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	3 615 470.50
Base Per Capita	32 471.17
Base Location	0.00
Other Base	3 582 999.33
Equity Total	302 054.38
Equity Aboriginal	18 350.94
Equity Socio economic	84 371.41
Equity Language	39 788.06
Equity Disability	159 543.97
Targeted Total	590 322.58
Other Total	194 322.42
Grand Total	4 702 169.88

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

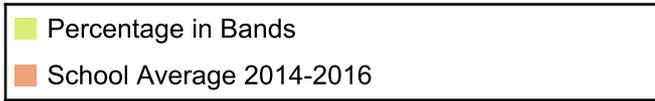
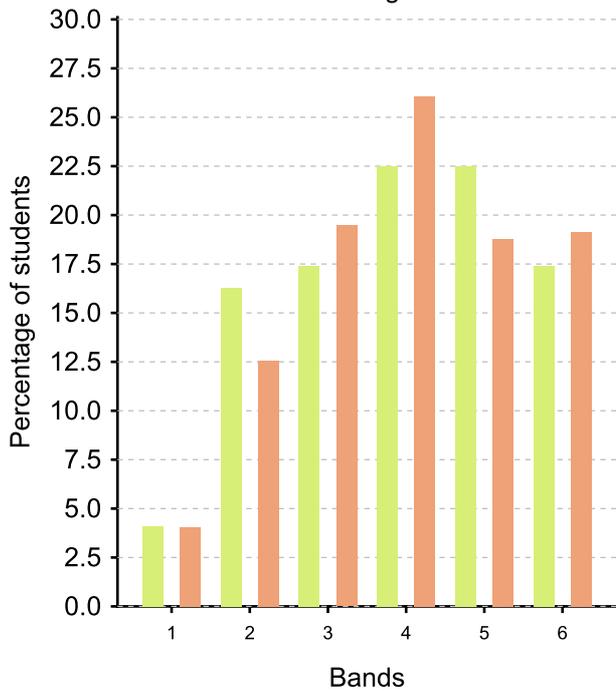
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

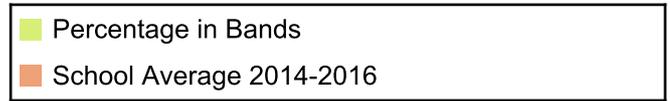
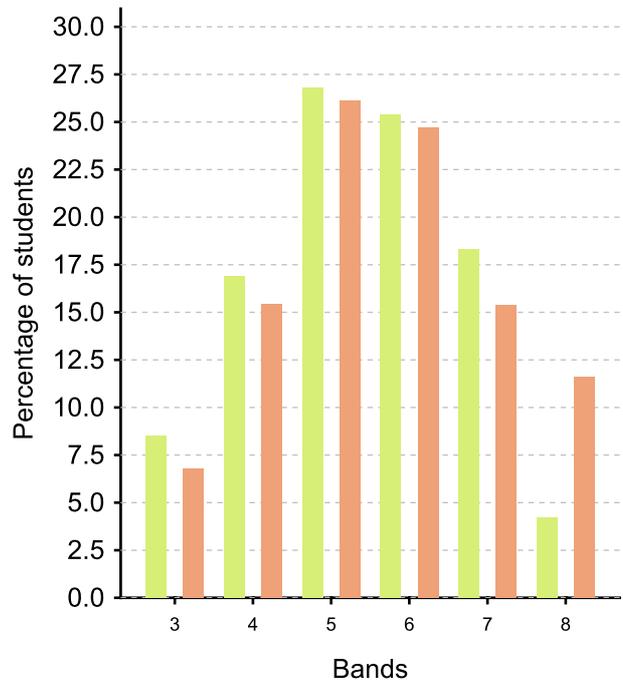
The NAPLAN Literacy results show that our Year 3 and 5 results are comparable to similar school group's (SSG) results in Reading, Grammar and Punctuation and Writing and all students performed above or were comparable to the state minimal standards. The percentage of Year 3 students in the top two bands has increased for spelling from 32 % to 44% whilst the number of students achieving in the top two bands for Reading, Writing and Grammar and Punctuation remain consistent with 2015 data.

23% of Year 5 students achieved in the top two bands for Reading and Grammar and Punctuation. 62% of students in year 5 had growth greater than one skill band in Reading.

Percentage in bands:
Year 3 Reading

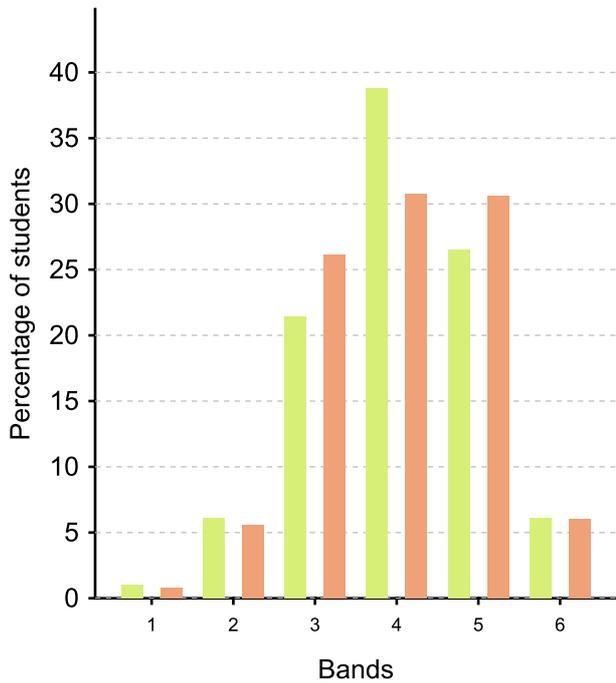


Percentage in bands:
Year 5 Reading

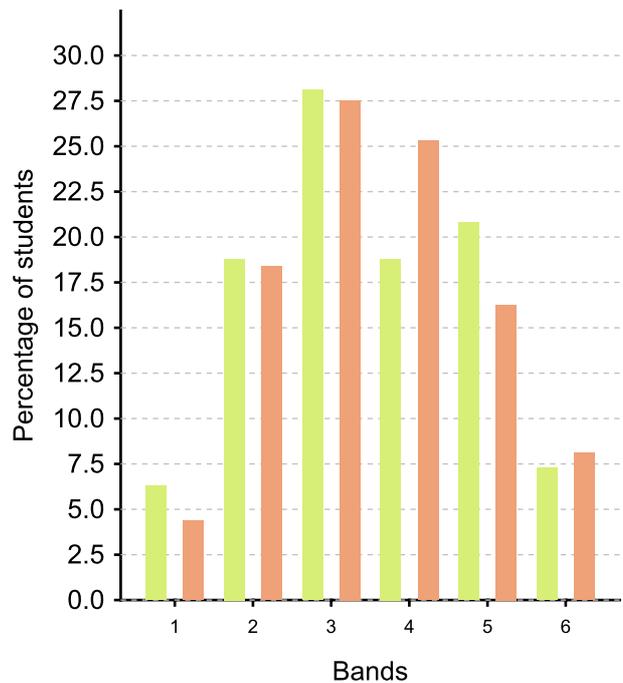


NAPLAN – Numeracy. The overall levels for numeracy were also comparable to or above SSG levels for the minimum standard. The proficient bands were lower than the SSG level for year five however year three performed higher than the SSG and improved from 20% to 28%.

Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016, the school utilized a "Tell Them From Me" survey tool and also school designed surveys for parents.

Student survey results indicated that student participation in school sports was 86% which is higher than the NSW government norm of 83%. Students also reported that they feel accepted and valued by their peers and others in the school. 96% of students believe that education will benefit them personally and have a strong bearing on their future. Students also reported that they were interested and motivated in their learning. This was also supported by surveyed students reporting a high level of effort put into their class work.

Parent "Tell Them From Me" surveys indicated a high level of support from parents for student learning. School initiated surveys indicated a strong response for the school providing a broad curriculum with extra-curricular activities and parents believed that the school provided clear information about student achievement through the school's reporting process. Parents also reported that the school was a welcoming and inviting place for them and that the school's administrative staff are helpful when they have a problem or question. Only 62% of parents felt they were well informed about school activities. The school have purchased the SKOOLBAG app to use in 2017 to ensure parents can access information in a timely manner.

Parents were also surveyed on teaching practices in the school. Approximately 70% of parents stated that what students are asked to learn is important and that teacher's provided class activities that are interesting and appropriate to their child's needs and abilities. Fewer parents understood how student's learning was assessed and this will be an area we address in 2017.

Staff also acknowledge that they have high expectations for student learning and behaviour and that they were able to work collaboratively with other staff to increase student engagement levels and plan units of learning.

Policy requirements

Aboriginal education

Currently, 6% of students at Currans Hill PS identify as Aboriginal. All Aboriginal students have Personalised Learning and Support Plans and attend "Kanga Kids" once per fortnight to learn more about Aboriginal

culture and history. As part of a Community of Schools initiative, 4 students were chosen to represent Currans Hill in a junior Aboriginal Consultative Education Group (AECG) to plan cultural activities and strengthen peer relationships. Currans Hill staff led The Macarthur Aboriginal Kids program involving 11 primary schools and 2 High Schools at the Environmental Education centre at Camden. 130 students participated in a range of cultural activities on Country with local Elders and Department staff. A combined excursion for Aboriginal students from Currans Hill and Mt Annan Public School to Taronga Zoo was held and students led cultural days of significance such as NAIDOC week assembly. This year students learnt about bush food, participated in cooking lessons and produced a recipe book to share with their families. The school Learning and Support Teacher and School Learning and Support Officers continue to provide additional support for students in literacy and numeracy.

Multicultural and anti-racism education

Approximately 20% of students at Currans Hill PS have a language background other than English. This is a similar trend to previous years and has been constant for some years. Currans Hill Public School utilises equity funds to employ an English as a Second Language teacher 2 days per week to support students with English Language Proficiency. Classroom teachers use a range of rich texts and teaching resources to implement multicultural perspectives into lesson plans to develop a deeper understanding of cultural identity, racial harmony and respect for all people. The school celebrates cultural days of significance such as Harmony Day and Universal Children's Day with visiting performers and opportunities for students and parents to share their personal stories and information about their cultural background and traditions. Currans Hill PS has an Anti-Racism Contact Officer with our Assistant Principal trained in this role if required. No formal reports were made in 2016.

Other school programs

Learning and Support

Currans Hill has a dynamic and dedicated Learning and Support Team (LST) who assist class teachers, parents/carers, Health Care Providers and Outside Agencies with making adjustments for students with a diagnosed disability or identified learning need through the provision of Individual Education Plans or classroom adjustments.

The LST monitor Health Care Plans for students at risk and have implemented a range of highly successful programs including Speech, Multi-lit, Fine Motor, High School Transition, Reading Stars, Minute Maths and playground support in addition to general class-based Literacy and Numeracy support across K-6 with the assistance of our highly skilled School Learning and Support Officers (SLSO).

Our Learning and Support Teachers (LaST) work

collaboratively with staff to support students individually and in small groups with additional educational needs including Reading, Number, English as a second Language or Dialect (EALD), Autism Spectrum Disorder, Speech Language and Communication delays, behaviour disorders and specific disabilities such as dyslexia.

A speech pathologist was employed one day per month to assess students and provide professional support and advice for staff and parents.

The LST successfully made 12 Access Request Applications in 2016 for student Support Class Placement and/or individual Funding Integration Support. The LST also held review meetings for our 19 students currently in Out of Home Care with their carers and agency case managers to establish their Personalised Learning and Support Plans and plan any additional supports these students may require.

The Arts

The school continued to promote the arts in 2016 and built on the previously established programs. Some examples included:

The Sydney Opera House performances. A regular feature on the Currans Hill PS calendar, this year the recorder group again performed as part of the Festival of Instrumental Music and the school choir also joined other students from around the state as part of the Choral Festival of Music.

The School Spectacular. 2016 saw our choir group and junior and senior dance groups perform at ACER arena in Homebush as part of the widely acclaimed School Spectacular. Mrs Grenfell, Mrs Kemp, Mrs Riley, Mrs Balcon, Mrs Heath and Mrs Harrington are to be commended on their work with these groups.

Dance Eisteddfods. Our junior and senior dance groups performed at several eisteddfods in 2016. The groups achieved outstanding results including first place in the Kick and Dance Blitz eisteddfods. The dance troupes also performed at numerous events such as the Camden Show throughout the year.

Sport

Many forms of sport continued to be offered at Currans Hill PS. Students participate in Primary Schools Sports Associations (PSSA) competitions and general participation and skills development activities continue to be provided in a wide variety of sports including AFL, rugby league and rugby union, swimming, athletics, cross country, soccer, netball, cricket and oztag. Specific highlights included:

6 students chosen to represent Currans Hill in Razorback Teams and two students being chosen to represent Sydney South West in AFL.

Our Junior Rugby League Team won the Group 6, 7—a side competition and Group 6 all schools Carnival. In both competitions, they went through undefeated. They

also represented Group 6 at the State Knockout.

Currans Hill Public school performed extremely well in the Razorback Gala Days this year. Our Junior Hockey team, Junior A Netball team, Senior mixed cricket and Senior blue mixed oztag all won their categories.

We had 40 students go on to represent Currans Hill school, over two days in the Zone carnival at Picton pools. Two students went on to represent our school at the razorback regional swimming Carnival. In athletics fifty students represented our school at razorback zone, over two days, at Campbelltown Athletics Centre. Two students went on to represent our school at the razorback regional athletic competition

Currans Hill PS also had a number of staff contribute their time and effort to convene, manage or officiate at zone level. Mr Weir was again convenor for AFL Razorback Zone. The volunteering of their time for these extra roles was valued and appreciated by all and without this assistance many of the sporting opportunities for students would not be possible.

Other School Achievements

Public Speaking: Our school representatives excelled in 2016. One student was highly commended in the local area multi-cultural competition and represented the school at the regional finals. In the general public speaking competition one student placed in the senior section of the local area event whilst another was Highly Commended in the junior section.

Debating : Currans Hill excelled at Debating with the team winning the Zone and making the next level of the competition for the first time.

Science Fair: Many stage two and three students participated in the local Science Fair event held at Mt Annan High School with one team winning a highly commended medal. All students then presented their projects and represented the school at Wollongong University in November 2016.

Wizz It Up: Students from stage three attended the Wizz It Up Gifted and Talented competition at Thomas Reddall HS. One team of five students achieved very pleasing results in the event.

Student Leaders: Our student leaders represented the school with a visit to NSW State Parliament House. The visit was hosted by local State Member for Camden, Mr Chris Patterson, MP, and included a tour of the Legislative Assembly and Legislative Council chambers.