

# Curlewis Public School

## Annual Report



2017



1712

## Introduction

The Annual Report for **2017** is provided to the community of **Curlewis 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.

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### Message from the Principal

It is with pleasure that I present Curlewis Public School's Annual School Report for the 2017 school year. This report is prepared within the guidelines set by the Department of Education (DoE) and contains specific information about our achievements and initiatives throughout the year. Our 2017 Annual School Report contains information specifically relating to the NSW Department of Education major reform areas. The reforms that have significantly impacted on Curlewis Public School are: Great Teaching Inspired Learning, Every Student Every School, Local Schools Local Decisions, the Rural and Remote Blueprint for Action, The School Excellence Framework Version 2 and Early Action for Success. This report also shows how funding specific to our school was spent including valuable RAM funds in Aboriginal Education, Location, and Socio Economic Background, as well as our involvement in the Early Action for Success phase 2 initiative.

As Teaching Principal I have been incredibly fortunate to work with a group of highly talented, dedicated and compassionate staff who work tirelessly to provide the best for your children our students. Staff have participated in ongoing professional learning which is based on research to improve teacher performance and development with the ultimate goal of improving student learning outcomes. This has directly enhanced teaching practice and student outcomes across Mathematics and English and all other Key Learning Areas.

Student wellbeing remains a high priority for all staff. Our focus continues to be on ensuring our classrooms are co-operative and collaborative, and focus on learning. We have continued our "You Can Do It" social skills focus to assist students with the development of organisation, resilience, persistence, confidence and getting along. As a result of the staff's commitment to student wellbeing, Curlewis Public School provides a learning environment that is positive, engaging and inclusive of all.

Our students have had many other magnificent opportunities to showcase their skills, from public speaking, spelling bees, to sporting success, excursions and of course our school band and garden projects. The school itself physically continues to improve with our goal to produce the highest quality educational environment in the region. We know we are on the right track as visitors feel welcome at Curlewis and are simply blown away by the feeling of "Learning Happens Here".

Finally, I would like to thank our P&C for the outstanding achievements you have made this year. Congratulations on your highly successful Christmas in July defibrillator project. I was exceptionally proud of all who contributed to this major event, especially when an additional defibrillator was placed in the community for general public use by the P&C.

As always thank you to our students, staff, P&C and school community. Your efforts to go above and beyond for the children of Curlewis is amazing. Your support throughout 2017 has been truly exceptional and amazing, just like our school students and staff!

Pete Baum

## School background

### School vision statement

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

#### Student Equity and Excellence

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

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

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

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

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

### School context

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

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

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

## Learning

In the domain of Learning we believe our school is delivering. In 2017, our efforts have been primarily focused on the elements of learning culture, well-being and curriculum and learning.

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

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

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

In 2018, we will build on these achievements with the continuing review into well-being practices at Curlewis Public School to ensure we maintain the collective responsibility for student learning and success. This will be further supported with the remodelling of our transition to school program.

## Teaching

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

Effective classroom practice and collaborative practice at Curlewis Public School has been enhance through the support of our Instructional Leader leading the focusing on quality teaching in the early years. This support has been enhance by planned peer observations and feedback (teachers observing other teachers) for the sharing of a variety of effective teaching strategies. Our focus on improving the delivery of a consistent curriculum has supported increased student engagement. This collaboration has included the develop and refinement of K-6 scope and sequences in 4 of 6 Key learning areas and is supporting improvement in curriculum planning.

Data Skills and use of assessment information to monitor and develop student learning progress has allowed for personalised learning activities to be developed for every student This has been supported through targeted tiered interventions as needs arise. Student learning is further supported by individual providers providing specific expertise, specifically in speech and occupational and behaviour therapy. Additionally staff undertook DATA training with CESE data specialist who provided training at Curelwis Public School.

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

In 2018, we will continue to build on these achievement by developing stronger relationships with partner schools to support the ongoing professional development of teachers. We will continue to develop and build the sustainability of the Early Action for Success program phase 2 which continues to receive a significant reduction in state based funding levels for the 2017-2020 period. Instructional leader time will be increased through utilising Equity funds in 2018 and 2019.

## Leading

In the domain of Leading we believe our school has had a positive shift in 2017 to sustaining and growing. Our major focus areas have been management practices and process and leadership.

Throughout 2017, there has been strong leadership focused on ensuring that all staff, parents and community members knew the priorities of the school plan and had the opportunity to provide input towards 2018 – 2020 planning. Our school prides itself on the ability to build leadership in our students and staff through responsibility. This is further supported by school principal and instructional leader who worked effectively with staff to ensure a safe and productive

learning environment focused on the delivery of quality teaching in classroom exists for all.

The school leadership team has also established clear processes for National Collection of Data for students with a disability. The new Library cataloguing and stocktaking system, Oliver, has been implemented successfully for one year now. We also successfully completed a school financial and WH&S audit and transition to LMBR for financial and student management. As the direct result of discussions with parents and community members in our annual Local Schools Local Decisions meeting, the Parent Online Payment resource was removed as an option and replaced with an EFTPOS machine that was introduced in early term 4.

In 2018, we will continue to work with our school community and partner schools to develop a school plan that is reflective of 21st Century learning for the 2018–2020 planning period. It will focus on :

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

Additionally in 2018, we will also be focussing on the supporting staff further with LMBR finance, student wellbeing and human resource software for the management of school administration as we continue the transition.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### EXCELLENCE IN LEARNING THROUGH INCLUSIVE CURRICULUM

#### Purpose

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

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

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

#### Overall summary of progress

As a school, 2017 was the final year of the three year improvement cycle. Our focus on providing staff with appropriate professional learning and support to improve teaching practice to successfully implement new curricula continues to support positive outcomes for all students. Through the utilisation of the AITSL teaching standards to identify weaknesses, teachers have been able to extend the way they work in collaboration with peers to further develop their teaching skills. Teachers successfully implemented and valued the Personal Development Framework to set goals to improve their teaching.

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

The ability to monitor and plan student progress in literacy and numeracy by using the PLAN data school wide has enabled us to improve our early identification and intervention strategies and provide stronger more focused support to individual students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved NAPLAN performance with more students in higher bands, and fewer in the lower bands. An increase number of students performing above the national minimum standards in the NAPLAN assessments.	\$65,000 from RAM equity	In 2017, we continued to sustain and improve student writing and spelling standards across K–6. Through improving Literacy / Numeracy Teaching across K–6 by utilising 21st Century pedagogy to engage students and develop higher expectations.– Students utilise technology as a tool in 2/3/4 and /5/6 to enhance curriculum understandings.– We provided smaller class sizes where targeted intervention and support to students who require additional assistance.was delivered by classroom teachers. The effect of L3K (Kindergarten) and EAFS continues to maintain student growth in reading benchmarks and all students meet or exceed minimal standards.
Improved number of K–2 students reaching state benchmarks against the Literacy and Numeracy Continuums.	\$2000 – Please see professional learning	In 2016, we continued to build teacher capacity to incorporate and differentiate curriculum strategies,which meet the specific learning goals and needs of their students, into their teaching practice for 21st Century Learning. This was supported by our School's Instructional Leader under the Early Action for Success Program Phase 2. The school contributed additional RAM funds to increase instructional leader time for K–2.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved number of K–2 students reaching state benchmarks against the Literacy and Numeracy Continuums.		continued to build staff capacity by supporting L3K with our Kindergarten teacher completing the OPL throughout 2017. Teachers also had access to high quality in–class professional learning through the Instructional Leader in the areas of K–2 Literacy and Numeracy, as well as accessing external professional learning activities and events. A significant strength of our programs  Early identification of students requiring learning support and individualised programs were developed and delivered by classroom teachers. .
Teacher self–assessments using AITSL standards pre and post intervention show improvement in teaching ability.	Completed during staff meetings.	In 2017 we further improved the quality of teacher self–evaluation and teaching practice with support from the Personal Development Framework for teachers. Our teachers built capacity through: Revisiting the AITSL standards collegially developing professional goals and self–assessing their individual progress towards achieving their individual goals. Teachers have refined the PDP process by directly showing how aspects of the AITSL standards link in PDPs.
Teacher feedback on Tell Them from Me survey shows increased confidence in teaching practice.	\$0	Staff feedback was sought from each staff member when discussing future directions for the school. Staff utilised brainstorming and verbal feedback as the measure for 2017 data.
The school leadership team demonstrates instructional leadership, promoting effective evidence based practise.	\$0 under EAFS – topped up from RAM equity funds.	The school leadership team formed a virtual faculty with like schools to enhance skills in leading and managing the school. All Staff were provided with Instructional Leadership support from Instructional Leader, Principal or Mentor Teacher. Cross School executive collegiality has enhanced leadership skills and supported improved educational evidence based teaching and learning.

## Next Steps

In 2018, the program and professional learning and continuous individual teacher and student development have been maintained and embedded in the school culture. To further build on the success of the year our school will:

- Continue to support Professional Learning of staff in L3 Kindergarten program and support previously trained staff in a repeat OPL year during 2018.
- Enhance learning around the L3 pedagogy to support implementation of key aspects of the program into all stages .
- Support for staff to implement PLAN2 and progressions throughout 2018.
- Evaluate 2017 transition program and adapt for 2018 students as the 2019 Kindergarten cohort is small while ensuring a great start for all students.
- Provide Professional Learning for new staff not currently trained in the TEN program. Additionally resources to further support the program will be purchased.
- Provide individualised Professional Learning through attendance at the Peel / Mooki Small Schools Conference for all staff.
- Continue to track and monitor the students' literacy and numeracy achievement using the Progressions and the PLAN2 software to tailor and personalise each students learning.
- Teachers to provide and receive planned formative feedback from peers including those within our community of schools, school leaders and students to improve teaching practice. Utilisation of data to inform key decisions and guide literacy and numeracy teaching practice to meet the needs of students and achieve curriculum outcomes.
- Continue to develop strategies through professional learning to support student engagement, regulation and learning directions.

## Strategic Direction 2

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

#### Purpose

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

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

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

#### Overall summary of progress

Curlewis Public School continued to show an increase in enrolments in 2017. We continue to improve relationship that school staff have with students, parents and the wider community. Additionally we are currently demonstrating to the local community our significant gains in improving education standards for students at Curlewis and our focus on "Learning Happens Here!" has been embraced. Our continual efforts to enhance learning environments; further develop and replace dated resources for teaching aligned to NSW National Curriculum is promoting a shift to 21st Century learning pedagogy. Our school band and library support student engagement at school and our strong focus on Local Schools, Local Decisions is driving change in the school. Throughout 2017, the school leadership team and teaching staff have worked consistently to improve community perceptions and further develop our practices so that our school is more student, staff and parent friendly. We have completed the third year of our five year rotational plan to improve school facilities with 28% of outstanding long term maintenance issues remaining. Our culture change in classrooms, ensures the expectations students and staff have continue to raise. Finally, a massive thank you to our wonderful P&C which had a tremendous year raising over \$15,000-00 to support programs and provide resources for students at the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School is rated as 'building' or 'sustaining' on all seven dimensions of the School Assessment Tool – Reflection Matrix.	\$0 – Principals Release and Staff Meetings	Our progress so far: <ul style="list-style-type: none"><li>• Communication from school to parents and community has improved.</li><li>• Consultative decision making has been embraced by students, staff, parents and community members.</li><li>• Collaboration with neighbouring schools and key stake holders is further supporting student growth.</li><li>• Learning at home is now connected with parents feeling they can access support as required from school staff and families value their role in learning.</li><li>• Participation in school activities continues to growth and parents are happy to participate and support student learning at school and home.</li></ul>
Student's negative behaviours are reduced and suspension rates decline.	\$0	We had 58 documented cases of poor student behaviour choices in 2016 where principal redirection or intervention was required..
Student, Parent and Staff surveys demonstrate greater confidence in the school's welfare programs.	\$0	Parents and Community members indicated through discussions and verbal surveys that Curlewis Public School is a place where learning happens. Parents of students at Curlewis Public School indicated that they feel comfortable and supported to approach school staff. Parents also indicated they appreciated positive phone calls and were happy with all school staff. Parents really like the whole school focus on student individual achievement and accomplishments and felt they



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student, Parent and Staff surveys demonstrate greater confidence in the school's welfare programs.		were kept more informed.
Collaborative feedback and reflection is used to promote and generate learning and innovative practices.	\$4000 – Teacher release for collaboration and professional learning	Collaborative feedback and support of staff has been well supported by the PDP process. Staff successfully engaged with goal setting and are actively developing innovative practices to engage students with learning.
The school uses feedback from key stake holders to show greater satisfaction with the school's welfare practices to further developed and enhanced in response to school community Feedback.		<p>The school utilised feedback from students, staff, parents and community members to engage in discussion about student and parental needs.</p> <p>Parents remain positive about the school and are particularly happy with the ever increasing standards. As a result of positive feedback to new community members from parents, student numbers have increased.</p> <p>During 2017, we asked for feedback on the way we as a school communicate with parents and the way parents communicate with school staff. This resulted in improving the way we communicate with parents and community members through the introduction of a school app.</p>

## Next Steps

In 2018–2020 our focus on continually improving school communication will remain a key priority for school staff. Our ultimate aim is supporting parent and community member involvement in the school through:

- Focus on supporting staff to promoting parent and community members involvement will be a key priority.
- The You Can Do It program that to be delivered as part of personal development during teacher release to add value.
- Continually focus on developing positive community partnerships involving community members as key stake holders in decision making
- Utilise EBS Ontrack + to track student behaviour in classrooms and at a school level
- On review of the School Excellence Framework in late 2017, we identified that we continue to be sustaining and growing in this area. Our goal for 2018 is to maintain this level.
- We need to further increase our commitment to partnerships with local schools to reach our shared vision of a strong community of schools based on a shared vision that Public Education is the preferred choice of all residents in the Wollemi Network.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$22,354	<p>The school receives additional funding to implement initiatives to improve the educational outcomes for Aboriginal students. The funding in 2017 was utilised for a number of initiative as determined by parents and community members in our annual Local Schools Local Decisions Planning Meeting.</p> <ul style="list-style-type: none"> <li>• <b>Speech Therapy</b> – This was continued with the highest priority for Aboriginal students. The funds were utilised to employ a speech therapist on a fortnightly basis. This has resulted in continued improvement in student oral language outcomes</li> <li>• <b>Homework Centre</b> – Student participation in the homework centre has increased. This resulted in a higher level of homework completion.</li> <li>• <b>Personalised Learning Plans</b> – All students now have a personalised learning plan and continue making progress across the literacy and numeracy continuums. Additionally students have individual learning goals to strive for.</li> </ul>
<b>Low level adjustment for disability</b>	\$5,000	<p>During 2017, the school learning and support team / classroom teachers coordinated intervention programs that supported learning at school. Students interventions were targeted based on PLAN Data, reading levels, literacy and numeracy assessments. Teachers also collaboratively evaluated our school processes and focussed on tiered intervention based on individual needs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$2,946	<p>This limited allocation was utilised to release a teacher to mentor and support staff. The remaining component was utilised to for cross school programming focussed on multi-stage / multi-grade classrooms.</p>
<b>Socio-economic background</b>	\$88,148	<p>In 2017, the Curlewis Public School staff, parents and community members have worked together to determined how best to support the educational needs of our students.</p> <ul style="list-style-type: none"> <li>• <b>Band Program</b> – The music program at Curlewis Public School is highly valued by students, staff, parents and community members. In 2017 we employed a qualified specialist music teacher 1 day per week to support the continuing improvement of our schools music program. We continued to build our band resources with the purchase of additional trumpets</li> <li>• <b>Student Learning</b> – We increased our class teacher allocation to reduce class sizes and support student needs. Furthermore we purchased mathematics trolleys for classrooms and purchased additional learning materials for the school library. Students were also supported to access schools major excursion that linked directly to the school curriculum.</li> <li>• <b>21st Century Technology</b>– This year we purchased our first interactive television for</li> </ul>

<b>Socio-economic background</b>	\$88,148	the 2/3/4 classroom and expanded our laptop numbers to further support student learning and engagement in classrooms.
<b>Support for beginning teachers</b>	\$0  Funding was utilised from QTSS and strategic direction 1	To support one beginning teacher in 2017, a teacher mentor was released to work with the teacher to develop highly engaging units of work across all key learning areas.
<b>Early Action for Success</b>	\$17,000	Curlewis Public School entered Phase 2 of the Early Action for Success project in 2017.  The project aims to raise Literacy and Numeracy levels of our students through quality leadership and targeted intervention under the guidance of an Instructional Leader. The instructional leader works along side teachers in the classroom providing professional learning in the most effective teaching practices in the early years of schools. This is further supported with the majority of students achieving or working beyond expected level.
<b>Professional Learning</b>	\$5,218	Teacher Professional Learning is highly valued by Curlewis Public School Staff and our school community. Our Teaching staff and support staff continually participate and arrange professional learning opportunities to enhance teaching and learning.
<b>Facilities Maintenance and Improvement</b>	\$3000	Curlewis Public School continues to improve learning spaces. The goal is always on improving the educational environment so it is more engaging for students, staff and the community.

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	20	19	16	20
Girls	17	19	21	25

In 2017, the school saw significant gains in enrolment. At the conclusion of 2017 their were 45 students made up of 20 boys and 25 girls. There were 23 students that identified as Aboriginal representing 48% of the student population.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.3	92.8	94.4	94.8
1	91.5	95.9	96.2	97.6
2	88.6	93.6	93	92.7
3	92.1	91.9	98.3	91.2
4	98.2	95.8	95.3	97.6
5	93.4	97.8	98.1	91.3
6	94.2	96.6	96.8	96.8
All Years	92.4	94.7	96	94.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Attendance for the majority of students is satisfactory. Attendance rates are influenced by a small number of students. In 2018, our attendance

exceed DoE comparisons by 0.9%. This is a clear indication that the school's revised attendance policy is supporting the successful implementation of attendance strategies.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

\*Full Time Equivalent

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

### Teacher qualifications

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

### Teacher qualifications

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

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

During 2017, Curlewis Public School transition to the

LMBR – SAP financial management system as part of the final group for NSW.

Student Voluntary contributions remained the same as 2016 and parents enjoyed the availability and option of book packs available at school to assist students with equipment for school.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>61,956</b>
Global funds	94,690
Tied funds	174,156
School & community sources	57,590
Interest	1,073
Trust receipts	7,030
Canteen	0
<b>Total Receipts</b>	<b>334,537</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	0
Excursions	33,157
Extracurricular dissections	7,254
Library	1,172
Training & Development	0
Tied Funds Payments	150,430
Short Term Relief	6,312
Administration & Office	71,994
Canteen Payments	0
Utilities	12,272
Maintenance	6,255
Trust Payments	5,094
Capital Programs	21,700
<b>Total Payments</b>	<b>315,639</b>
<b>Balance carried forward</b>	<b>80,854</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>92,934</b>
Appropriation	81,130
Sale of Goods and Services	3,750
Grants and Contributions	8,054
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	<b>-61,983</b>
Recurrent Expenses	-61,983
Employee Related	-48,518
Operating Expenses	-13,465
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>30,950</b>
<b>Balance Carried Forward</b>	<b>30,950</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	436,842
Base Per Capita	5,655
Base Location	11,162
Other Base	420,026
<b>Equity Total</b>	135,889
Equity Aboriginal	22,354
Equity Socio economic	88,148
Equity Language	0
Equity Disability	25,387
<b>Targeted Total</b>	32,380
<b>Other Total</b>	19,595
<b>Grand Total</b>	624,706

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year as a result of the low response rate to the Tell Them from Me survey for parents feedback, we offered a brief communication survey. Additionally we held focus group discussions with students, parents and staff due to the low number of parents who had internet or computer access at home.

The *Tell Them From Me* student survey was completed by students in Years 4 to 6. This survey measures indicators based on recent research on the influences

which determine student learning outcomes. The survey results indicate that students feel they belong and are accepted and valued by their peers. Students indicated they liked coming to school and are engaged in learning. Students believe teachers have high expectations and meet their needs. Students also believe that education is important for their future.

### Focus on School Communication:

Parents indicated that accessibility of information was difficult and that they also wanted a way to communicate with school staff electronically. As a result of the survey the following changes have occurred::

- The School introduced and now utilises a third party App for regular communication with parents – multi-directional.
- The School Newsletter is now fortnightly and includes an upcoming events calendar – this is also pushed out on the App.
- Facebook page is to be used for promotions of events only
- Hard copy of Newsletter is now provided to every student to assist in making sure a copy makes it to parents.
- An email copy of the newsletter is provided to parents / community members who would like an e-copy.

The TTFM Student Survey results are consistently positive. Overall students reported a positive sense of belonging and positive relationships, above the NSW norms. The school scores above the state norm in the area of positive teacher–student relations, positive learning climate, advocacy at school.

The P&C is an active parent group within the school and engages positively with staff, the parent and broader community work as partners to achieve the school targets and build a positive school culture. The P&C group, as one vehicle of parent and community voice, are regularly consulted on school decisions and provide feed back and suggestions to assist in school planning and evaluation. There is a high level of trust and support between the school and the P&C group and the school initiated Local Schools Local Decisions meeting in October for planning for 2018 demonstrating a high level of commitment and engagement in developing core components for the 2018–2020 school plan.

## Policy requirements

### Aboriginal education

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



addition to the integrated lessons, students participated in learning experiences about Aboriginal culture. Students participated in Aboriginal art techniques and also learnt about the dreaming as part of integrated units of work. As part of our 2017 NAIDOC activities, students participated in a cultural day where they made a NAIDOC cake to share with the school community. Students also participated in a variety of Australian native animals and participated in indigenous games. The day was open to parents and community.

### **Multicultural and anti-racism education**

During Term 2, students completed a country study of Nepal. They learnt about Multicultural Australia as part of this study. Students learnt about the cultural differences between the Nepalese people and Australians. Students thoroughly enjoyed the hands on experiences of touching items from Nepal and completed individual projects / assignments on this country.

To conclude our learning about Nepal, Curlewis Public School hosted a lunch for the Curlewis CWA, regional CWA members and were joined by Carroll Public School, Tambar Public School. We were very fortunate to have a Nepalese Chef prepare lunch for parents and students of Curlewis Public School . It certainly was a fantastic opportunity for students to share their learning with community members. It was great that, through student performances, they could take an opportunity to share what they had learnt. The clear highlight of the day for students was the Holi Festival that was held at the conclusion of the day.

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