

Curl Curl North Public School

Annual Report



2017



3925

Introduction

The Annual Report for **2017** is provided to the community of **Curl Curl North Public School** as an account of the school's operations and achievements throughout the year.

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

Judith Smith

Principal

School contact details

Curl Curl North Public School

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School background

School vision statement

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

School context

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This 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.

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

Our self-assessment process will assist the school to refine 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

SUCCESSFUL, ENGAGED LEARNERS

Purpose

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

Overall summary of progress

Pleasant progress was made towards our 3 year plan in 2017.

- The development of a whole school English scope and sequence was commenced.
- Teachers have a better understanding of the continuum of learning in English K–6.
- Teachers have an enhanced understanding of visible learning and have commenced working collaboratively to program for the inclusion of visible learning strategies in their English teaching and learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student achievement data indicates expected growth for all students. (NAPLAN, PLAN, Reading benchmarks, SENA, TOWN)	\$10 000 for English resources \$10 000 for professional learning (including the Seven Steps to Writing professional development program and teacher release time throughout the year).	Development of a whole school scope and sequence in English is in progress. Differentiated grade units of work based on the English K–6 syllabus were developed collaboratively. Staff understanding of formative assessment practices were enhanced through an ongoing professional learning focus on visible learning

Next Steps

The following strategies will be implemented in our new three year school plan, 2018 –2020.

- Each grade will continue to develop and implement an English K–6 scope and sequence.
- Professional learning will be provided on the English K–6 grammar scope and sequence and its effective implementation into students' writing to ensure that every teacher integrates this into quality teaching programs.
- Teachers and students will adopt a consistent metalanguage related to visible learning.

Strategic Direction 2

COLLABORATIVE TEACHING TEAM

Purpose

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

Overall summary of progress

The following achievements were made in 2017 towards our 3 year strategic directions:

- Staff have a shared understanding of the use of data to inform writing programs.
- Staff have commenced implementation of explicit and differentiated writing lessons using the literacy continuum.
- All staff have reflected on their teaching practice through collegial observation and feedback as part of their Performance and Development Plan.
- Staff collaboratively developed their capacity to implement teaching and learning strategies in writing through lesson observations with colleagues and an external expert.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased data analysis collaboratively and regularly completed to inform programming and goal setting.	Claire Thickett, DoE Senior Curriculum Advisor assisted the school teaching staff to analyse data to inform the focus area for professional learning in the writing strand of English teaching and learning programs. \$18 000 to release teachers to work collaboratively in grades developing writing programs as well as to observe Claire Thickett demonstrating lessons in grades.	English units of work focusing on sentence structure were collaboratively developed at the grade level across the school. Staff were engaged in ongoing collaborative planning days/sessions throughout each term. Personal Development Plans (PDPs) were developed and implemented more consistently in line with the Professional Development Framework.
Consistent student growth in school-based assessment data, including: <ul style="list-style-type: none">• PM benchmarking• South Australian Spelling• SENA 1 and SENA 2• TOWN diagnostic testing• Moderated writing assessments	\$2 000	This included annual maths assessments using Maths PAT assessments.
Increased quality teaching and learning practices demonstrated through differentiated literacy and numeracy lessons using 21st Century learning.	On the School Development Day Term 3 all teaching staff participated in a Visible Learning professional learning course run by Northern Beaches Secondary College. \$5000	Following participation in the Visible Learning professional learning course all teaching staff commenced implementation of visible learning strategies into their teaching and learning programs.

Next Steps

The following strategies will be implemented in 2018 as part of our next 3 year school plan:

- Teams will continue to collaboratively develop a whole school English scope and sequence.
- Staff will participate in professional learning on the literacy progressions to increase the collection and analysis of data to inform planning.
- Further analysis of NAPLAN writing data in order to find areas of weakness and address these through professional learning.
- Grade teams will work together to moderate writing samples and collaboratively develop lessons that explicitly address the identified needs of students. Moderation of writing samples will also increase consistent teacher judgment.
- A consistent approach to the development and implementation of individual Performance and Development Plans will continue.

Strategic Direction 3

PRODUCTIVE PARTNERSHIPS

Purpose

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

Overall summary of progress

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent attendance at P&C meetings will increase by 20%.	Nil.	There was no significant increase in parents attending P&C meetings.
Participation in school surveys will be at or above a response rate of 40%.	Nil.	Participation in school surveys increased but the response rate is still below 40%.
Increased parent and community engagement in school programs and initiatives.	\$2 000 for parent app.	Increased ongoing communication.
Increased teacher participation in the Northern Beaches Learning Alliance (NBLA).	\$9 000	Teacher participation in all NBLA activities remained at a high level.

Next Steps

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

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

Survey kindergarten parents re the effectiveness of the transition program.

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

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3 204	SLSO support in class for students with an Aboriginal background as required.
English language proficiency	\$30 883	<p>Improvement measures in the general capabilities and all key learning areas include all students achieving at 'expected growth' or above in school assessment benchmarks for their grade level each term of the school year.</p> <p>All E/ALD students met expected growth in all clusters for literacy.</p>
Low level adjustment for disability	\$125 606	<p>Additional learning and support teacher employed to support students across the school.</p> <p>This year, 94 students were referred to the Learning and Support team, 21 of whom were existing students who are being carefully monitored. Of these students, 56 required adjustments for a disability through targeted quality differentiated teaching practices, 3 students required substantial levels of adjustments and 28 students were identified as requiring supplementary levels of adjustment to the classroom environment.</p> <p>All students requiring adjustments and learning support were catered for within class differentiated programs with the in-class support of the additional learning and support teacher and other whole school strategies.</p>
Quality Teaching, Successful Students (QTSS)	\$69 477	<p>School executive and teachers were provided with additional release time to mentor and coach teaching staff in high quality teaching and learning practice.</p> <p>Each term all teachers on every grade are released for a whole day to work collaboratively on the development of quality teaching and learning programs.</p>
Support for beginning teachers	\$40 350	<p>Three teachers were funded through the Great Teachers Inspired Learning (GTIL) – <i>Strong start, Great teachers</i> program. These 3 teachers and an additional beginning teacher (supported through school funds) had reduced teaching loads to support the development of their skills. They received ongoing feedback and support that is embedded in the collaborative practices of the school from executive and other colleagues. They also had regular opportunities to observe lessons through team teaching practices. In addition the beginning teachers had access to specific ongoing professional learning targeted to beginning teachers needs through regularly attendance at a local beginning teacher network, NTN, led by an experienced principal.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	492	485	481	481
Girls	455	431	431	427

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.9	96.1	96	96.1
1	95.5	94.6	94.8	96
2	96.3	95.5	96.2	96.1
3	95.7	95.5	95.4	96.1
4	95.8	95.5	95.7	96.4
5	97	94.2	95.7	95.3
6	93.6	93.8	94.1	95.4
All Years	95.7	95.1	95.5	95.9
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

Our students are well versed in attendance procedures. Professional learning sessions were held for teaching staff and parents reminded of the school's attendance policy through the newsletter. Attendance rates are high at Curl Curl North PS.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	33.74
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	5.87
Other Positions	0

*Full Time Equivalent

0% of the school staff identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	33

Professional learning and teacher accreditation

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

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

Teacher capacity to implement a whole school approach to the teaching of writing was enhanced by providing professional learning. Initially, the leadership team sought professional learning from Claire Thickett, Senior Curriculum Advisor for the DoE. Following deep analysis of our NAPLAN writing results, Claire led whole school professional learning sessions focusing on the English K–6 syllabus and sentence structure. Claire then delivered demonstration lessons for grades 1–6. This enabled teachers to alter their practice and collaboratively plan English units of work.

In addition, two of our executive members of staff participated in a two-day course which focused on enhancing the capacity of school leaders to drive a whole-school approach to improving student literacy outcomes. Following this professional learning, the two executives conducted workshops for the whole staff deepening teachers' understanding of the effective use of the literacy continuum to inform writing teaching and learning programs. Staff were also instructed on the effective use of PLAN software to record, analyse and monitor student progress.

On one of the final school development days for the year all teaching staff participated in the 'Seven Steps to Writing' professional learning. This provided staff with many strategies to engage students in writing creatively.

Professional learning in a number of other areas that supported the school's strategic directions were undertaken. Sessions were implemented to improve the integration of technology across the curriculum. Teachers attended NorthGaTE workshops and had opportunities to observe other teachers across the school throughout the year. Professional learning that supported the implementation of the new Geography syllabus continued. Staff also participated in sessions focusing on Aboriginal Education that culminated with each class developing their own Acknowledgement of Country. These were compiled into our own Curl Curl North Acknowledgement of Country booklet that is used at all assemblies and special events.

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

The following term, the teaching artist and classroom teacher taught a seven week sequence of lessons that modelled drama strategies and empowered classroom

teachers to confidently integrate these ideas and activities into their regular teaching practice. This resulted in increased student engagement, improved creative writing pieces and growth in inferential comprehension.

Mandatory training in the provision of CPR, response to anaphylactic shock, child protection, Disability Standards Education and Code of Conduct also occurred.

One of our teachers began working towards Highly Accomplished accreditation this year. Out of the 9 teachers who needed to begin their accreditation, 2 teachers have completed their accreditation and are now at proficient level, one teacher has submitted their accreditation portfolio and 6 teachers will complete their accreditation in 2018. 16 teachers on staff are at proficient level. In January 2018 30 pre-2004 teachers will be accredited.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	444,447
Revenue	6,899,601
Appropriation	6,059,566
Sale of Goods and Services	435
Grants and Contributions	831,331
Gain and Loss	0
Other Revenue	0
Investment Income	8,269
Expenses	-6,612,169
Recurrent Expenses	-6,612,169
Employee Related	-5,909,793
Operating Expenses	-702,375
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	287,432
Balance Carried Forward	731,880

Our school's financial management process includes regular finance meetings with appropriate stakeholders

and governance structures to meet financial policy requirements.

Intended use of carried forward funds include construction of a shade structure for the new school and additional library furniture. Major school excursion costs not debited in 2017. Band fund-raising funds carried forward for expenditure in 2018.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	5,468,103
Base Per Capita	139,378
Base Location	0
Other Base	5,328,726
Equity Total	182,177
Equity Aboriginal	3,204
Equity Socio economic	22,484
Equity Language	30,883
Equity Disability	125,606
Targeted Total	682
Other Total	227,926
Grand Total	5,878,889

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.

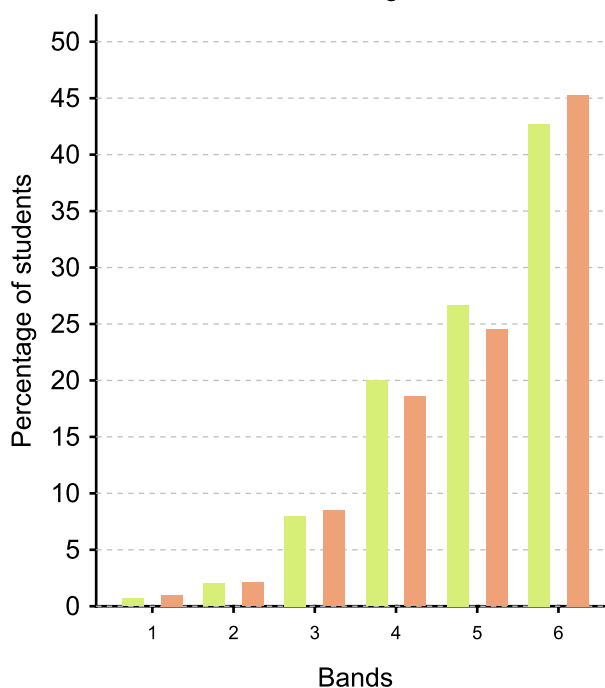
Our results in the year 3 literacy NAPLAN assessments continued to improve this year. Over 70% of our students achieved in the top 2 bands for the reading assessment and 75% achieved in the top 2 bands for the spelling assessment. In writing, although nearly

80% of our students achieved in the top 2 bands, in the future we would like to see more students in the very top band.

Our results in the year 5 literacy NAPLAN assessments showed an improvement in spelling with 53.3% of our students achieving in the top 2 bands compared with an average of 49.7% of students in the top 2 bands in the previous few years.

Writing results in both year 3 and year 5 are not as strong as in other aspects of literacy. It is hoped that the school's focus on teacher professional development on the explicit teaching of writing commenced this year will have an impact on these results next year.

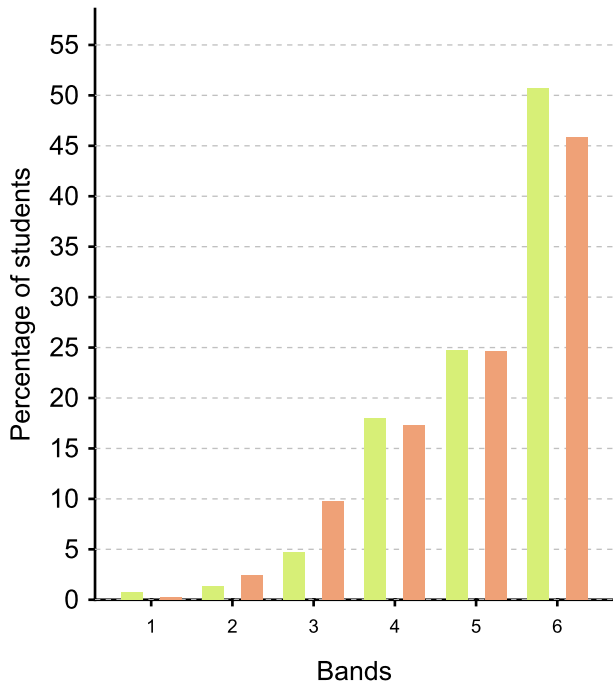
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.7	2.0	8.0	20.0	26.7	42.7
School avg 2015-2017	1.0	2.1	8.5	18.6	24.5	45.3

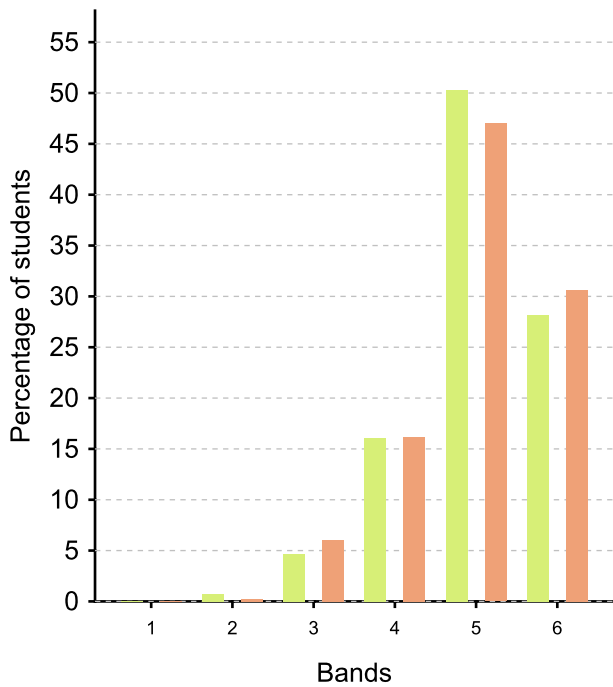
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.7	1.3	4.7	18.0	24.7	50.7
School avg 2015-2017	0.2	2.4	9.8	17.3	24.6	45.8

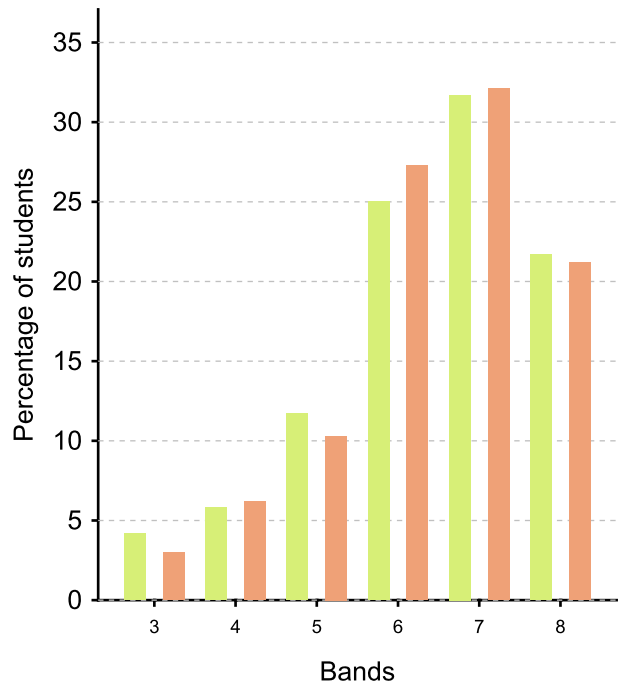
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	0.7	4.7	16.1	50.3	28.2
School avg 2015-2017	0.0	0.2	6.0	16.2	47.0	30.6

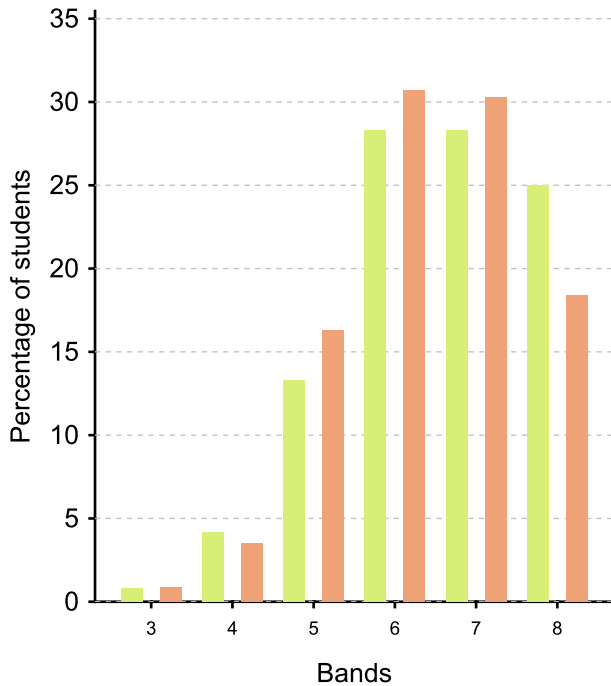
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	4.2	5.8	11.7	25.0	31.7	21.7
School avg 2015-2017	3.0	6.2	10.3	27.3	32.1	21.2

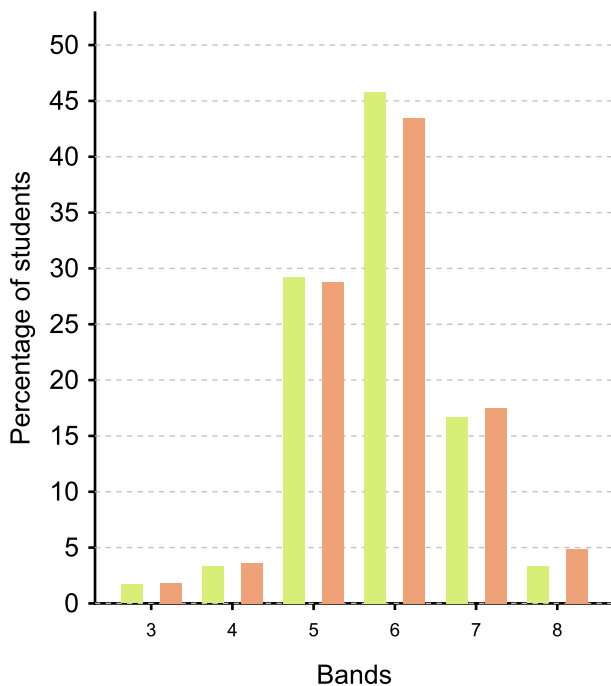
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.8	4.2	13.3	28.3	28.3	25.0
School avg 2015-2017	0.9	3.5	16.3	30.7	30.3	18.4

Percentage in bands:
Year 5 Writing

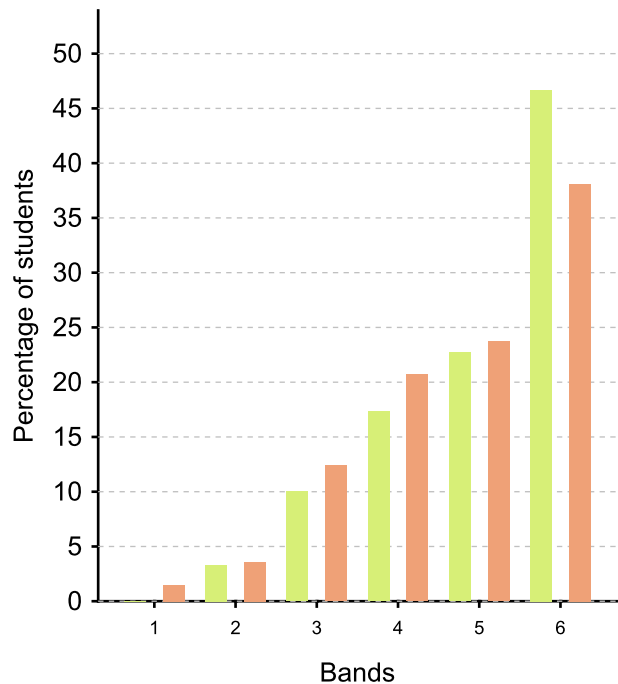


Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	1.7	3.3	29.2	45.8	16.7	3.3
School avg 2015-2017	1.8	3.6	28.8	43.5	17.5	4.9

The year 3 numeracy NAPLAN results were outstanding with 46.7% of year students achieving in the very top band, band 6 a substantial increase compared to 38% being the average achieving in the top band for the previous few years. This year a total of almost 70% of our cohort achieved in the top 2 bands.

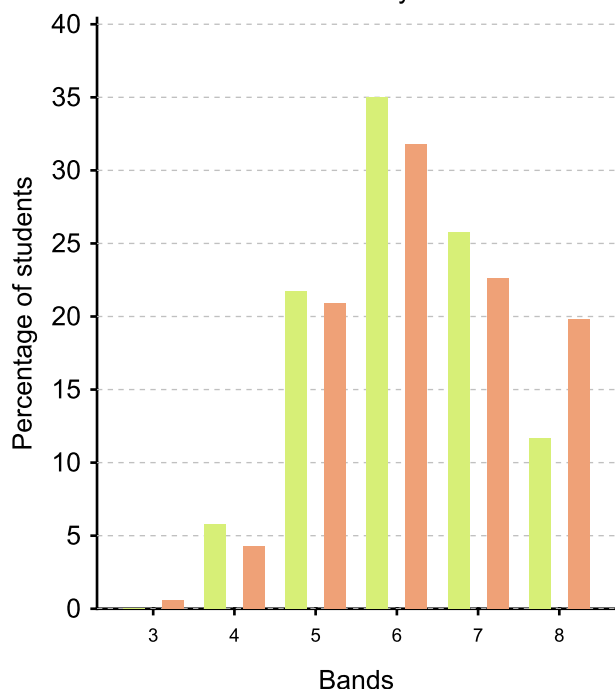
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	3.3	10.0	17.3	22.7	46.7
School avg 2015-2017	1.5	3.6	12.4	20.7	23.7	38.1

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	5.8	21.7	35.0	25.8	11.7
School avg 2015-2017	0.6	4.3	20.9	31.8	22.6	19.8

The excellent outcomes for year 3 in reading continued at CCNPS with 70% of year 3 students being in the top 2 NAPLAN bands for reading again this year. In year 5, 53% of students were in the top 2 bands for reading which is a slight improvement compared to previous years. A focus on guided reading from years 3 to year 6 will continue.

Our year 3 numeracy results were outstanding. This year in numeracy almost 70% of year 3 students achieved in the top 2 NAPLAN bands.

Whilst the growth in numeracy was better this year our actual percentage of students in the top 2 bands for numeracy decreased. We look forward to a better outcome next year with the focus on maths professional learning over the last few years.

53% of our students performed in the top 2 bands of NAPLAN for numeracy in year 7.

Parent/caregiver, student, teacher satisfaction

Survey responses from our parent *Tell Them from Me Survey* indicated that 88% of parents felt welcomed when they visited the school. 71% of parents felt that progress reports on their children were written in terms that they could understand. 92% of our parents were actively involved in teacher meetings, assisting in classrooms, and in special programs such as band or school social functions. 83% of parents felt that their children were encouraged to do their best work. 87% of parents felt that their child had a clear understanding about the school's expectations regarding behaviour. 83% of parents indicated that their child felt safe at school. 87% of parents felt that teachers show an interest in their child's learning. 69% of parents felt that teachers help students develop positive friendships. 60% of parents felt informed about their child's social and emotional development.

Survey responses from our student *Tell Them from Me Survey* indicated that 82% of students at our school found classroom instruction relevant to their everyday lives. 94% of students indicated that they try hard to succeed in their learning, with the NSW government norm being 88%. 90% of students indicated that they did not get into trouble at school for inappropriate or disruptive behaviour. The percentage of students at our school who were victims of moderate to severe bullying, including cyber-bullying was significantly lower than the NSW government norm. 80% of students felt accepted and valued by their peers and by others at this school.

Survey responses from our teacher *Tell Them from Me Survey* indicated that 88.8% of teacher discussed their students' learning and ways to maintain student engagement with other teachers. 77.7% of teachers discuss learning goals with their students. 85% of teachers felt that the assessments that they undertake assists them in planning where students' are having difficulty. 83% of teachers provide feedback to students on their work that brings them closer to achieving their goals. 81% of teachers indicated that they work with the students' parents to help solve problems interfering with their child's progress.

Comments from teachers answering the question: ***Describe one improvement in your teaching practice that has taken place as a result of professional learning you have undertaken this year*** included:

- My teaching practices regarding writing have improved after many professional learning sessions with year leaders and external speakers.
- The integration of visible learning walls and the literacy continuum have allowed the classroom to be an environment of self reflection and evaluation. This ensures students have authentic learning opportunities with their writing and make their own meanings from their work.
- Visible learning and the use of personal learning goals in writing. It has been very effective in enhancing my children's writing skills.

- The way mathematics is taught in the classroom. With a clear scope and sequence which allows provision to assist the students having difficulty and scope to extend the more capable students. The new approach has also meant that I know exactly what my students know and need to focus on at any one time of the year.
- I believe I have improved my teaching practices and general work habits with the help of professional learning this year. I have found this through the smaller and more interactive professional learning sessions I have attended. This has been achieved through reflecting on my own practices and how to improve them with experienced people.

Policy requirements

Aboriginal education

Curl Curl North Public School is committed to implementing strategies that support Aboriginal students as well as continuing to build all students' understanding and knowledge of Aboriginal histories, cultures and languages. We continued in 2017 to incorporate Aboriginal perspectives across all key learning areas.

In term one all staff participated in professional learning on Acknowledging Country. During this professional learning the difference between a Welcome to Country and an Acknowledgement of Country was explored as well as the importance and significance of these ancient rituals and the correct protocols to follow when performing an Acknowledgement or organising a Welcome to Country. Each staff member then wrote an individual Acknowledgment of Country. Following the professional learning, all class teachers were given a student presentation of the professional learning to take back to their classroom and go through with their class. Each class then wrote their own Acknowledgement of Country. These were compiled into a book and presented to our principal during National Reconciliation Week. A different Acknowledgement of Country is now read out each week at our assemblies and the book is used for different school events.

To acknowledge NAIDOC week we had Peta Strachen, a former member of Bangarra Dance Theatre and a descendent of the Darug people Booroberongal clan of NSW, come to our school and present a program to our students of traditional and contemporary dance, story, culture and artefacts. Students participated and learnt the 'leaf' and 'honey bee' dance as well as some traditional language words.

Multicultural and anti-racism education

At Curl Curl North PS cultural harmony and awareness is promoted through the integration of multicultural perspectives across the curriculum. Teaching and learning programs foster students' understanding of culture, cultural diversity, racism and active citizenship

within a democratic, multicultural society. In addition, the school participates in specific events that focus on multicultural perspectives.

During the year our school participated in the Department of Education's Arts Unit *Multicultural Perspectives Public Speaking Competition*. All stage 2 and stage 3 students had the opportunity to heighten their awareness of multicultural issues, as well as practise their public speaking skills and improve their confidence, whilst delivering some quality speeches. Two students from each stage were chosen to successfully represent the school at the District Multicultural Perspectives Public Speaking Competition.

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

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

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