

Curran Public School

Annual Report



2017



4460

Introduction

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

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

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Message from the Principal

It is with great pleasure that I present the 2017 Annual School Report. At Curran Public School, we are committed to ensuring that every child is a lifelong learner with dignity, purpose, options and opportunities and a greater curiosity in the world around them.

Curran Public School provides a strong foundation to lifelong learning as identified in the school's motto, "Learning to Learn". This year has seen many changes and I am excited to be part of this learning community. Our dedicated and committed staff provide quality educational programs, focused on the essential skills in literacy and numeracy within a safe, inclusive and supportive environment.

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

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

Michael Strahan

Principal

School background

School vision statement

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

Quality Education :

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

Welfare For All :

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

Community:

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

School context

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

Curran Public School continues to work diligently to sustain and grow an aspirational culture of improvement across the entire community. The whole-school approach to wellbeing, including clearly defined behavioural expectations, allows positive and respectful relationships to develop between students' staff and community. This creates a positive teaching and learning environment in which students are contributing to the wellbeing of peers and the wider community. Well developed and current policies, programs and processes identify, address and monitor the learning needs of students. Regular times are allocated for whole-school and stage teams to discuss and reflect on the implications of data, school policies and classroom practice through the Spiral of Inquiry, ensuring that ongoing collaborative planning and

assessment is successfully implemented. Changes to how student progress is reported to parents through the implementation of Curran Conversations has allowed for a more collaborative relationship between teachers, parents and students, with all parties engaging in and taking responsibility for student learning. The school has achieved good value added results with students showing higher than expected growth on internal performance measures.

Teaching

Curran Public School sees evidence-based practice, informed by regular assessment and provided by an expert, reflective teaching team as central to improving student outcomes. The school promotes instructional leadership and expects all teachers to be highly committed to the continuous improvement of their own teaching to better meet the needs of the students across the school. Spiral of Inquiry provides regular opportunities for groups of staff to collaboratively research and innovate practice utilising a variety of assessment instruments to determine future teaching directions and continuously measure school performance. They also provide a forum for students to contribute to evaluation, reflection and planning for future learning experiences. The school continues to implement a professional learning culture that puts student needs at the centre and support the implementation of future focussed, innovative teaching. The teaching staff demonstrate and share expertise relying on evidence based teaching strategies to build on the whole school collective efficacy.

Leadership

A high level of collective efficacy for student engagement, learning, improvement and success exists within the school. The school culture is one of positivity and growth. Deliberate and strategic use of partnerships enrich the school's standing within the local community and improves student outcomes. Resources are allocated on a needs based model, utilising an evidence based approach. Feedback and reflection promote learning and innovation. Staff have purposeful leadership roles based on professional expertise and contributing to the strategic directions of the school. The school is responsive to community needs, providing opportunities to students, staff and community to work collaboratively and delivering ongoing improvement. Measurement of the school plan is visible, regular and accessible to the community. A clear continuity of learning across the school is evident and supported by strategic partners.

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

Curriculum for Opportunity

Purpose

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

Overall summary of progress

Curran Public School continues to foster a culture in which all students are expected to be successful in their own way, at their own pace and articulate their learning. Teachers ensure students are engaged in challenging, meaningful learning in all curriculum areas. During 2017, the curriculum for opportunity team focused on the essential skills our students needed to be successful learners.

One of the focus areas was to design and implement a K–6 framework which provides language, and measures learning to enable staff, students and community to articulate the learning process. Throughout the year, our team engaged heavily in the Australian Curriculum General Capabilities and chose six proficiencies that aligned to the essential skills our students need. We started to define what these essential skills would look like in each stage and named it the 'Learning to Learn' framework. Curran Public School has continued to develop an agenda for improvement in partnership with parents and the community.

Our second focus area in 2017 was to implement a more authentic reporting process for parents to be engaged in and understand the learning progress of their child and how to effectively support them to improve. During this year, our team has implemented the changed reporting process. The revised format includes work samples with comments about student achievement and advice to parents about how they can help at home. The new process has been overwhelmingly supported by our community with more than 80% of parents across the school participating in the conversations. The new reporting method has shaped the way we communicate student performance to parents. Parent-teacher interviews have been renamed Curran Conversations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% or more of students who have started Kindergarten at Curran Public School show equivalent or better than 1 year growth for 1 calendar year of teaching measured against a school wide data analysis framework.	Whilst noted here in Strategic Direction 1 the role of these supports cover aspects of all three strategic directions. <ul style="list-style-type: none">• Support staff 4.6 FTE \$272945• Additional Teaching and Learning Staff 2.8 FTE \$284407	97% of K–2 and 88% of 3–6 students who started Kindergarten at Curran Public School have demonstrated the equivalent or better of 1 year growth for 1 calendar year in English. 95% of K–2 and 87% of 3–6 students who started Kindergarten at Curran Public School have demonstrated the equivalent or better of 1 year growth for 1 calendar year in Mathematics.
25% of year 3 students and 20% of year 5 students who have been tracked from Kindergarten achieve proficient standards in Literacy and Numeracy.	<ul style="list-style-type: none">• Speech Therapy \$20000• Transitions \$20000	9% of students in Year 3 and 7% of students in year 5 achieved proficient standards in reading. 6% of students in year 3 and 3% of students in year 5 achieved proficient standards in numeracy. However there has been a large increase of student performance in middle bands in Reading and Numeracy for year 3 and 5 students.
ATSI and students at risk are meeting goals/targets/outcomes as set on their PLP's/IEP's.	<ul style="list-style-type: none">• SLSO support for Aboriginal students \$22000	100% of ATSI students and students at risk have Personalised Learning Pathways and Individualised Education Plans which are regularly reviewed in consultation with parents and community agencies. A majority of students are achieving their short term goals which lay the foundation for future goal setting and long term success.
EALD students are developing through the language learning	<ul style="list-style-type: none">• EALD teacher 3 days a week. Community	Data and evidence sources suggest that a high percentage of our K–6 EALD students are in the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
progression accordingly to their phase of development.	Languages Teacher 2 days a week.	developing or consolidating phases and are on track within their phase of development.
All staff embed authentic, future focussed learning into classroom practice.	<ul style="list-style-type: none">• Additional Professional Learning \$25000	All teachers have been exploring modern learning skills and implementing and embedding these within their classrooms. Staff began to build a framework that measures these and articulates what each skill looks like at every stage level. Throughout the year staff participated in high level professional learning which was based on future focused practices.

Next Steps

- In 2018, we will build on teacher's strengths to provide future focussed learning opportunities, using evidence based teaching and learning to ensure the effective implementation of the learning progressions. We will link our six general capabilities to the progressions and explore the evidence required to track and monitor our students learning of these skills, enabling staff, students and community to articulate learning.
- Curran Conversations will continue and each classroom teacher will build on practices to embed these learning conversations into continuous feedback to parents. Our practice will then be revised and refined to ensure every parent or care giver understands their child's learning journey and how to effectively support them.

Strategic Direction 2

Engagement for Learning

Purpose

Engage students, staff and community to become successful learners.

Overall summary of progress

There is a positive, caring culture, focussed on improvement evident within the school where positive relationships between staff, students and community are fostered. There has been a significant increase in parent and community participation within the school. Students are displaying increased skills in self awareness, behaviour and emotional regulation and their ability to set measure and articulate learning goals. Flexible learning environments across the school have been enhanced and the school has continued to respond to student need and involve student voice in decision making. Data and evidence sources indicate that there have been improvements in all areas of engagement in learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Equal or better attendance rates for Aboriginal & Torres Strait Islander students with whole school attendance rates equal or better than state average.	Refer to Strategic Direction 1	Attendance rates for 2017 have remained just below state average. Aboriginal and Torres Strait Islander student attendance rates are equivalent to Non ATSI students attendance rates at Curran.
Decreased number of suspension by 20%.		There has been an increase in suspensions in 2017. However 81% of the total number of suspensions were from students with repeated suspensions.
School universal behaviour and wellbeing practices support 85% or more of students as measured by school wide data.		82% of students are reported as responding to universal wellbeing practices. Whereas 18% need individualised intervention processes which was provided by strong consistent wellbeing strategies employed within the school.
Improved community involvement as partners in learning.		There has been significant increase in community support, as evidenced by attendance at special events and the depth of engagement with classroom teachers in regards to supporting learning in the home..
All students have improved skills in being able to regulate emotions, set personal goals and improve their own emotional wellbeing.		All students have increased their skill in being able to regulate emotions.

Next Steps

- Enhance student voice and confidence, self awareness, goal setting and skill in regulating emotions.
- Enhance learning structures and environments to facilitate future focussed learning and engagement.
- Deepen community participation in the school to improve parent involvement in providing education for their children at home.

Strategic Direction 3

Leading and Managing for Success

Purpose

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

Overall summary of progress

There has been a significant improvement in building self efficacy in leadership to foster sustainability and success this year. Staff have taken purposeful roles and built leadership density across the school. Partnerships with outside agencies have been strengthened and these support the school direction and vision. Data and evidence has been made accessible and is utilised at regular intervals to inform future directions. Professional learning has been collaborative, future focussed and ongoing, ensuring student need drives professional learning. The school culture is one of positivity, where staff, students and community express a high level of satisfaction in the directions of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students' academic and wellbeing data is tracked and analysed regularly to strengthen leadership and differentiation of curriculum delivery and learning intentions.	Refer to Strategic Direction 1	All student wellbeing and academic data is tracked and reviewed by all staff regularly and efficiently. Consistency of teacher judgement has been enhanced across the school and school collective efficacy has improved.
All staff have professional development plans and engage in a culture of ongoing professional learning that is child centred, relevant, collaborative and future focussed.		100% of staff engage in a collaborative professional development framework. Professional development has been child centred and relevant. Purposeful leadership roles have been supported.

Next Steps

- Innovative and future focussed mindset in leadership to increase staff capacity and leadership density within the school.
- Visible whole school evidence sets that are accessible and regularly evaluated and synthesised to support decisions and future directions of the school.
- Develop a school of leaders.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Refer to Strategic Direction 1	Student achievement and improvement is evident for all Aboriginal students.
English language proficiency	Refer to Strategic Direction 1 Employment of a Speech Therapist 2 days a week.	Data sources suggests that a high percentage of K–2 EALD students are in the developing or consolidating phases. Data sources suggests that a high percentage of 3–6 EALD students have progressed in their stages of development.
Low level adjustment for disability	Refer to Strategic Direction 1	IEP's are in place for OOHC and IFS students and are collaboratively reviewed at regular intervals. All students in this category have achieved their goals. All students added to the NCCD data base have had adjustments made to their learning and these are communicated to parents and carers. SLSO staff have been employed to support these students.
Quality Teaching, Successful Students (QTSS)	Refer to Strategic Direction 1	This funding has provided the opportunity to develop a program which facilitates cross polination and classroom visits. These were used to enhance staff collegiality and knowledge of practice. It incorporated peer reflection, student voice and evaluation of practice.
Socio–economic background	Refer to Strategic Direction 1	The learning environment and the school's capacity to respond to student need has been enhanced. Staff are better equipped to differentiate teaching and learning within their classrooms which translated into continued individual student improvement in academic performance and capacity to regulate emotions.
Support for beginning teachers	Refer to Strategic Direction 1	Early career teachers have been supported by the AP teaching and learning and the beginning teacher mentor. Additional teacher reflection time, classroom visits, professional development and coaching and mentoring have supported these teachers to deliver excellent curriculum to improve student learning outcomes. The requirements of this funding have been met.
Early Action For Success	IL Deputy Principal	Throughout 2017 the number of students achieving at or above expected literacy and numeracy levels has continued to be at a consistently high rate. Teachers are improving in the usage of data to inform future learning. Student growth has been significant. Community participation has been enhanced. There has been a focus on numeracy this year with participation in the BNL project facilitated by EAFS team. The instructional Leader works closely with the executive and Principal to align focus areas with school development.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	150	148	136	135
Girls	132	125	125	131

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.1	91.6	91.3	90.1
1	94.2	91.2	89.8	93
2	96.3	92.8	90	92
3	92.9	93.7	92.1	92.7
4	93.6	91.6	92.2	91.8
5	95.3	92.3	90.2	89.6
6	92.7	92.9	93.4	90.8
All Years	94	92.3	91.4	91.3
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

Curran Public School employs an SLISO to support the management of non attendance. The school works closely with the Home School Liaison Officer to implement programs and strategies to support parents in developing positive school attendance patterns.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	11.84
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	1.5
Teacher Librarian	0.6
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	7.57
Other Positions	0.4

*Full Time Equivalent

Curran Public School has 1 Aboriginal staff member employed in 2017.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

To support the school's strategic directions, all teachers, Learning support officers and administration staff participate in extensive professional learning opportunities, programs and projects. The school committed a large amount of money towards professional development this year. School based professional learning occurs through the Spirals of Inquiry process for 2 hours each fortnight. This professional development is staff driven and focusses on collaborative analysis of evidence to inform future directions of learning within the classroom. Compliance training and whole school monitoring of milestones related to the school plan occurs fortnightly after school.

There were a number of projects embarked on and supported through the Early Action For Success strategy. 3 staff members were trained in L3 and there

was a team that engaged in the Building Numeracy Leadership (BNL), which was translated into classroom practice. 1 staff member worked closely with Dr Helen Timperley in a Professional Conversation workshop. 2 staff members worked with Dr Christine Groves on research around Talk Moves and the impact of talk in the classroom.

School leaders were supported through Thought Leadership Gatherings and Star Hub days termly which was delivered by Social Ventures Australia as part of the Bright Spots School Connection. The school also engaged the support of Ian Jukes and Nicky Mohan from Infosavvy21 to support the implementation of future focussed education in the classroom.

The school is part of the NOII NSW (Network of Inquiry and Innovation New South Wales). This year the network held its inaugural Spirals of Inquiry Symposium. The Symposium was a 2 day conference held on Staff Development Day Term 3, encompassing professional learning within a network of more than 300 educators. The symposium was supported by Dr Judy Halbert and Dr Linda Kaiser from British Columbia Canada. All Staff engaged in this professional learning.

This year has seen 4 teachers work towards accreditation at proficient level. The majority of these teachers were temporary appointments and they were supported through the process. 3 teachers maintained accreditation at proficient level and 3 teachers have indicated that they would like to begin seeking accreditation at higher levels from 2018.

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	492,492
Revenue	4,292,405
Appropriation	4,149,516
Sale of Goods and Services	7,117
Grants and Contributions	134,395
Gain and Loss	0
Other Revenue	0
Investment Income	1,377
Expenses	-4,457,846
Recurrent Expenses	-4,457,846
Employee Related	-3,812,289
Operating Expenses	-645,557
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-165,441
Balance Carried Forward	327,050

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	1,928,121
Base Per Capita	43,962
Base Location	0
Other Base	1,884,159
Equity Total	909,052
Equity Aboriginal	87,728
Equity Socio economic	538,456
Equity Language	72,560
Equity Disability	210,309
Targeted Total	733,272
Other Total	344,302
Grand Total	3,914,747

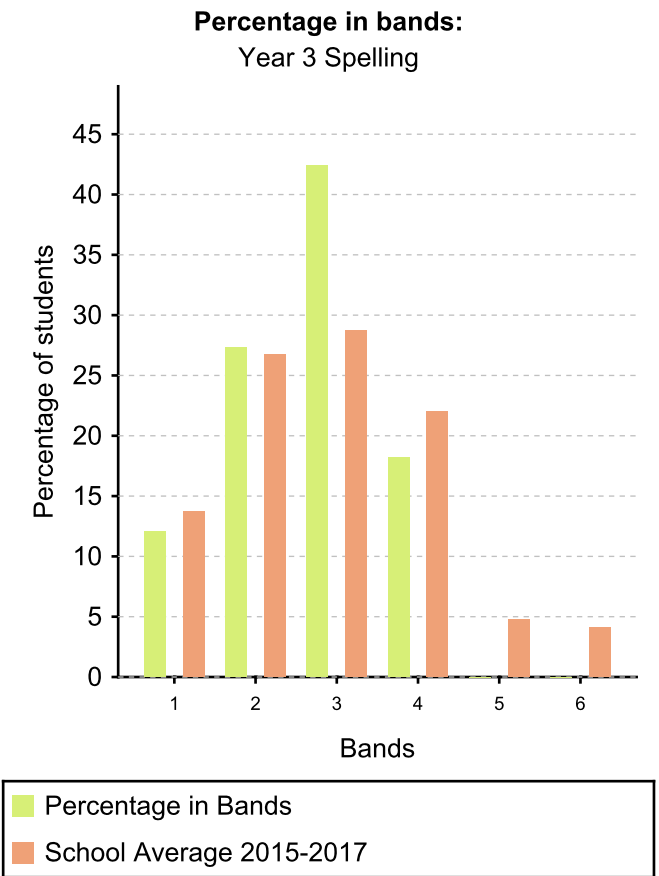
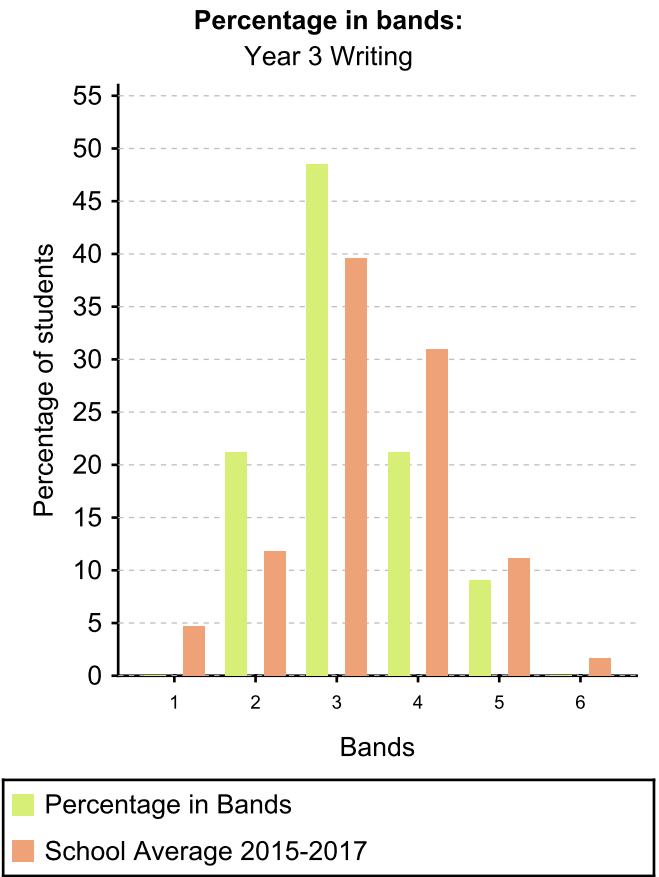
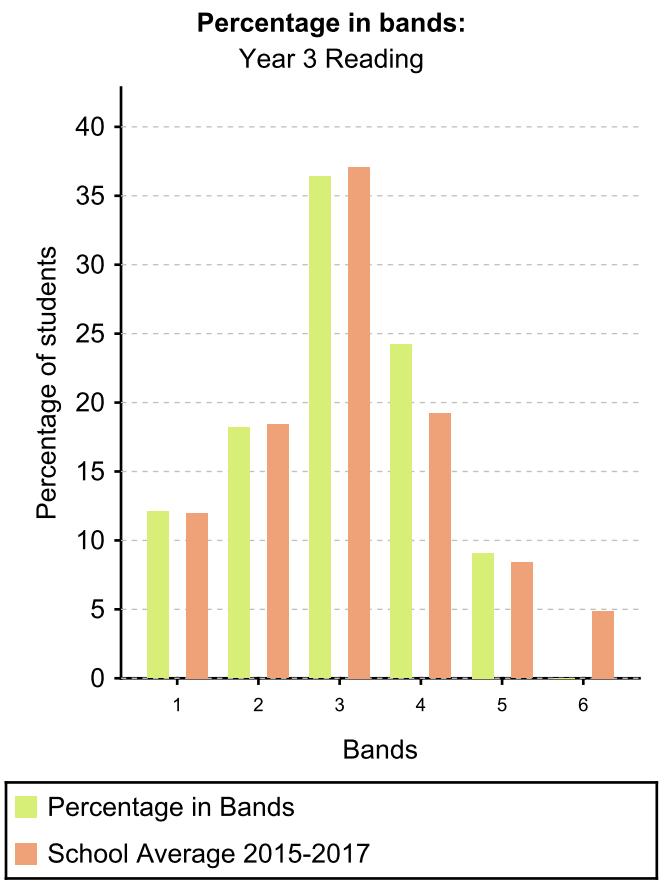
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

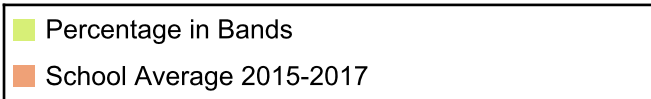
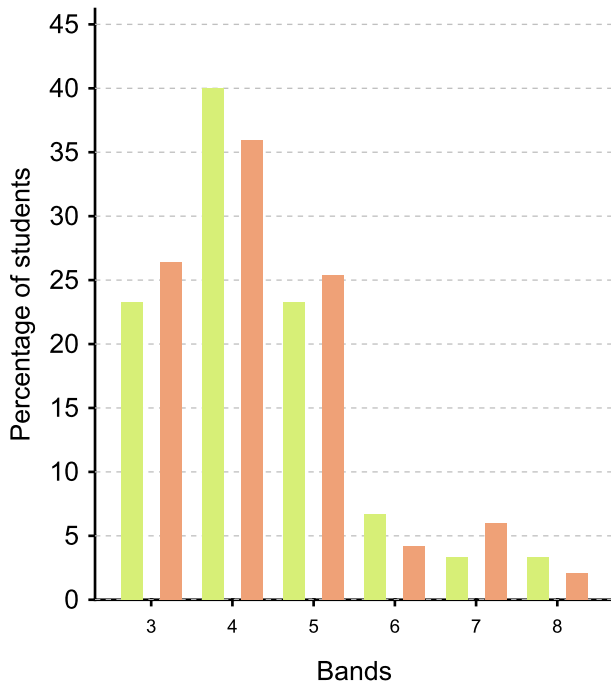
School performance

NAPLAN

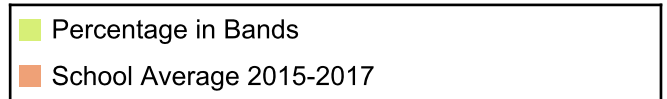
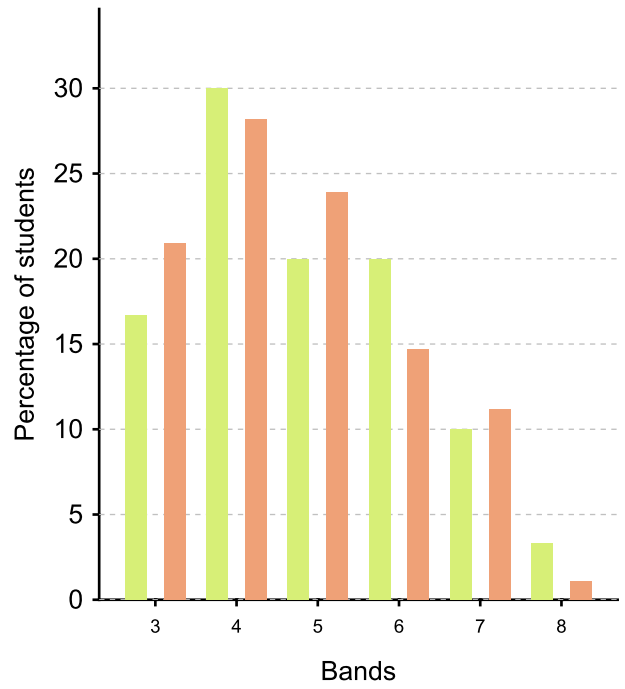
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



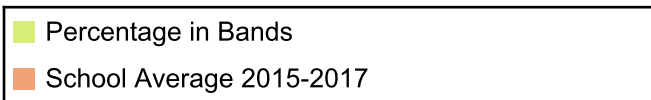
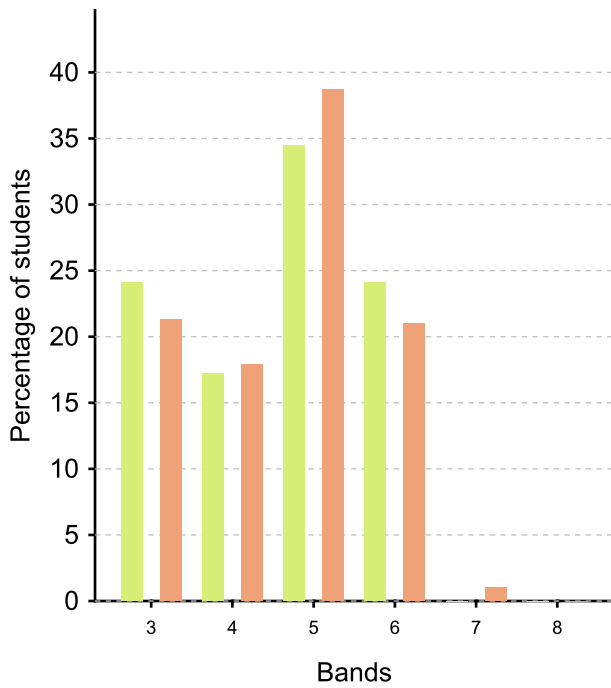
Percentage in bands:
Year 5 Reading



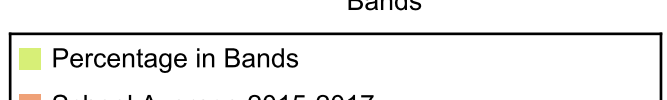
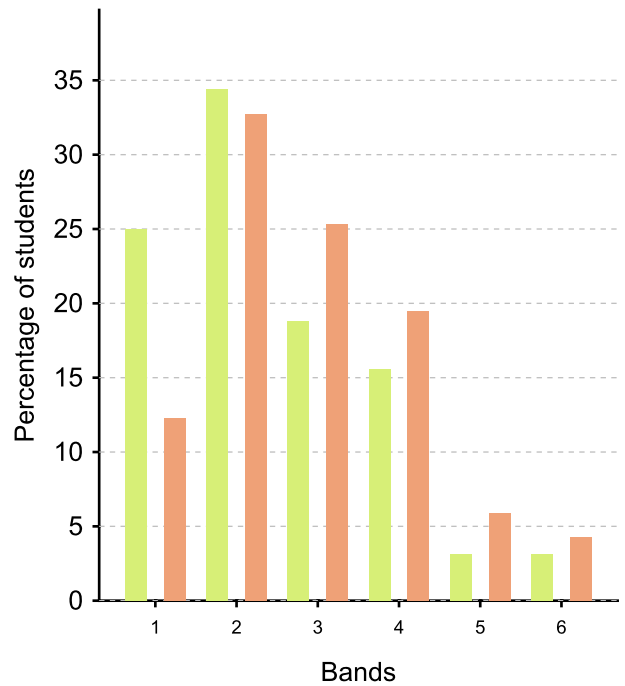
Percentage in bands:
Year 5 Spelling



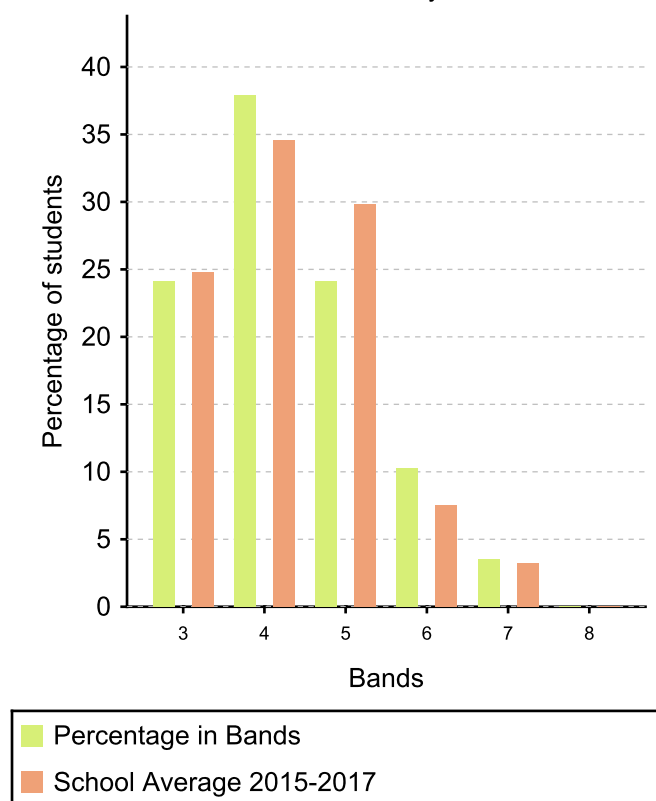
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

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

Families regularly attending our onsite Schools as Community Centre programs such as START WELL gave written feedback through comments such as "Curran has an amazing friendship with both the parents and community and just the students they go over and beyond their roles" and "Staff are considerate of all of the children and parent needs, making it a great, friendly environment and program". Whole school survey analysis shows that 97% of parents feel that school staff take an active role in making sure all

students are included in school activities, and believe that their individual child's needs are catered for academically. The Tell Them from Me Survey results show that 84% of students (compared to 81% of NSW Government norm) feel accepted and valued by their peers and by others at their school and that 82% of Students (compared to 77% of NSW Government norm) feel they have someone at school who consistently provides encouragement and can be turned to for advice. Further feedback from Curran Conversation surveys indicated that parents felt the new style of reporting was "so much better than what had been done in the past" and that the "one on one interviews were better because you can ask questions if you don't understand".

Student voice is also a major driver of our programs and initiatives showing positive results and feedback this year. Students, the P&C and staff were surveyed on their thoughts and ideas towards improving the school playground with a focus on collaboration, problem solving, developmental play and sporting skills. This year we have begun to implement playground design ideas in consultation with the whole school community. In response to the regular data and evidence collected, contextual decision making and extensive planning improvements have been made using the program logic model to implement a range of initiatives. Program logic planning includes short, mid and long-term outcomes, specifically identified steps for implementation and measurements of success. This is planned by appropriate teams in close consultation with families, the community and includes student voice.

Overall, effective use of school, system and community expertise and resources are being used to work towards achieving our school vision.

Policy requirements

Aboriginal education

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

The year 2017 has been another very successful year in regards to Aboriginal Education with continued commitment from staff and continued dedication and support of schooling by Aboriginal students and their families.

Curran Public School provides an environment rich in Aboriginal Culture through its' strong ties with parents, community and local elders who support many whole school events, including our Reconciliation week

activities where visitors and students from Guise Public School joined in. We also have whole school activities for NAIDOC week, Sorry Day and Close the Gap week. We consolidate these in the classroom where teachers deliver authentic & relevant Aboriginal perspectives aligned to curriculum. Students and staff of Curran Public School are also regularly involved in community events such as the NAIDOC Touch Football competition and the NAIDOC Community of Schools celebration, making an effort to ensure Curran Public School is viewed as a safe and inclusive space for our Aboriginal students and their parents. As a result, 100% of Curran's Aboriginal students have, in consultation, devised Personalised Learning Pathway plans.

Curran Public School has been fortunate to work with other organisations to deliver programs, activities and opportunities to our students. In 2017 this included weekly cultural activities facilitated by Opportunity Hub, activities run by Uncle Charlie Mundine, lessons run by the National Parks elders network, an extensive transition program including resources for Aboriginal students starting kindergarten and backpacks from KARI for Aboriginal students beginning High School and a 3 day cultural camp to Yarramundi YMCA for our Year 5 & 6 Aboriginal students to help them foster positive relationships with local high school Aboriginal students.

Curran Public School works closely with outside agencies to provide additional services to our Aboriginal students and their families. These include Health Checks and Ear Screening through Tharawal Medical Service, Paediatric Check Ups through the Gudaga Study and Learning for Life scholarships through The Smith Family. Our Aboriginal students' increased engagement and achievement has given them the confidence to take on new challenges and excel in areas of interest.

This year Kirrinda Ballangarry did an outstanding job as a School Leader. She went on to win the Curran Public School Student of The Year award and was recognised regionally with an award from the Ultimo Principal's Network in the category of Leadership, Citizenship and Community Service. Katelyn Towne-Scala was also recognised for her artistic skills and singing voice with an award in the area of Creative Arts and Zachary Carr was recognised for seven years of dedication to schooling with a regional award for Excellent Attendance.

We are extremely proud of the achievements of these students and all Aboriginal students in our school as they achieve their personal milestones. Curran Public School looks forward to an exciting 2018 with the appointment of our new Aboriginal Education Officer (AEO) Nicole Ede who will strengthen community and parent partnerships, increase student and staff knowledge and celebration of Aboriginal Culture, provide academic, social and wellbeing support to Aboriginal students and foster a school environment that continues to promote excellence in Aboriginal education.

Multicultural and anti-racism education

Curran Public school has an inclusive culture that celebrates difference and ensures flexible learning for all students. 38% of students are from language backgrounds other than English.

This year teachers have been using a new approach to profiling ESL students, the EAL/D progression English as an Additional Dialect. This change has given teachers the opportunity to analyse and discuss student ability and progress in order to place students on the progression of learning for listening, speaking, reading and writing.

This will assist all teachers at Curran Public School to successfully plan teaching and learning activities for the EAL/D students in their class. To celebrate multicultural education in 2017, Harmony Day and NAIDOC Week were celebrated in conjunction with Education Week. Students and teachers experienced a day of activities to learn about and celebrate the customs of some of our cultures.

Curran Public School has a Community Language Program in Samoan that operates two days per week. Mrs Brown is a qualified Samoan teacher who works closely with our Pacific Islander community. All students have developed an awareness and appreciation of their Samoan culture and language. This program has encouraged the Pacific Islander community to become actively engaged in all aspects of their children's learning and this is evident through their support of the schools Samoan dance group and drumming program.

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

Other school programs

START WELL

Strengthening Transition And Relationships To school With Emphasis on Life-long Learning (START WELL) aims to collaboratively design and deliver a weekly program focused on promoting authentic partnerships with parents and the broader community to bring mutual benefits and maximise student engagement and achievement. Curran Public School, the onsite Schools as Community Centre (SACC), the University of NSW ASPIRE initiative and our Stage 3 student, Parents as Partners team are continually improving this modern initiative and have been successful in:

- Strengthening partnerships and relationships between parents/carers, teachers and the school community.
- Increasing parent and child confidence and emotional well-being related to starting school.
- Improving literacy and numeracy early entry data.

- Ensuring parents have more people that they can turn to in the community and are accessing available services to support their child's development and schooling success.
- Clearly communicating background information with parents/carers and schools to plan early intervention and support strategies necessary for a smooth Kindergarten transition.

There were 67 registered parents/caregivers and their children in the START WELL program this year, with 44 attending Kindergarten at Curran Public School in 2018. The weekly program ran for two hours with every fortnight incorporating a 'Parents as Partners– Care Package Service' session run alongside our specialist staff and team. This included a Speech Therapist, Occupational Therapist, Vision Specialist, Early Childhood team staff, International Guest speakers and Literacy and Numeracy experts.

This team of staff included school executive staff working closely together with the Learning and Support Team to ensure that every child and family needs were being met with early individualised intervention. These sessions had a strong emphasis on personalised and future focused learning, with all participants designing, making, using and taking home a practical educational 'Care package'. This resource package was formally presented by the Parents as Partner team in the final session of the 38–week program after two excursions to the Wollongong Discovery Centre and the Sydney Aquarium. START WELL parents, grandparents and aunts/uncles attended sessions and 100% of those who participated completed an end of year survey.

This showed that all parents were satisfied with the range of appropriate school readiness opportunities, access to services during sessions, information and communication with staff and receiving the resource package. Written comments included "It gave me a better understanding of what my child will be learning and how I can help him at home;" "I learnt that the staff at Curran are dedicated to making bright futures for all our children and how as parents we can help them progress;" "My son is so much more comfortable and confident now he has made friends and knows the school, this has also helped me because was able to be involved;" and "I learnt that my child will be learning a lot but she will have goals and that it is ok if they do not get it straight away".

The success of the program has guaranteed that it will continue into 2018 with plans to extend and strengthen key components, including access to key onsite early intervention specialists and services.

SCHOOLS AS COMMUNITY CENTRES (SACC).

The Curran community works closely with the onsite Schools as Community Centre (SaCC) to lead a family initiatives focused on cooking, gardening, social activities and developmental play. The program is aimed at supporting families with young children from birth to 8 years of age. Over 100 parents, caregivers, grandparents and community members manage and

work together to fundraise, design, implement and promote the program, which runs across the week in daily sessions. "This is an important initiative because it is set up by the community, for the community and shares community knowledge and expertise across the community."

This year the group has successfully secured a grant from Campbelltown Council to plan and develop a sensory garden that was built by the kids and the parents. The parents have also applied for a new grant from the council aimed at developing a café in the school, on which we are still waiting for the final response from the council.

The SaCC has also continued to work closely and in partnership with the local Junction Works team, who have been providing onsite activities such as redeveloping the school garden as part of tree day and a visit from the Reptile zoo.

We also developed a strong working relationship with Community Health, who provided an onsite Occupational Therapy service. This partnership will continue to strengthen next year with plans to further include speech therapy and Psychologist services.

PEER GROUPS

In 2017, student and staff at Curran Public School implemented a peer group program to assist in developing positive social and emotional interaction between students in the playground and in class. Peer Groups afford a time for all students and staff to come together to learn about how to get along with others and work as a team. The program consists of leadership training for Stage 3 students and peer led sessions for students K to year 4 which are supported by teachers.

These are formally structured sessions with comprehensive instructions. Student leaders undergo leadership training prior to peer groups starting as well as weekly preparation of lessons. This is facilitated by Stage 3 teaching staff, who are familiar with the content of the program. They took on the responsibility of training leaders for weekly lessons and supported them through the briefing and debriefing process. Stage 3 students worked in pairs (or a group of 3) with small groups of younger students (K–4). They met once a week for a 30–minute period and worked through 9 sessions. They were responsible for preparing, delivering and evaluating each lesson. All teachers and support staff actively supervise the groups during the weekly peer group sessions and were also responsible for intervening when and where necessary.

This year peer groups covered 3 areas of social and emotional development including 'Getting to Know You', 'Social Skills' and 'Executive functioning'. Stage 3 Peer Groups leaders evaluated the program at the end of semester one and two. Evidence collected at the conclusion of each topic showed that the Peer Groups program has had a positive impact on students social

and emotional well-being;

- 94% of students K–4 enjoyed participating in peer group.
- 97% of staff reported high levels of student engagement during Peer Groups sessions,
- 89% of Stage 3 leaders enjoyed the training for Peer groups and believed it helped them deliver lesson content and manage their group, students enjoyed playing games, doing art and craft, seeing their work displayed in the room, meeting new students, being in different classrooms, knowing more students in the playground.

Due to the success of the program, Peer Groups will continue in 2018 with the inclusion of the additional program 'Positive Behaviour for Learning'.

INTERNATIONAL FUTURE PROBLEM SOLVING COMPETITION

Parents as Partners and our Future Problem Solving team continued to work closely with parents at STARTWELL to improve the school readiness of our preschoolers in 2017 with the implementation of the educational care package. The Future Problem Solving (FPS) team (composing of six year 6 students and six year 7 students) represented Australia in the International Future Problem Solving competition with their evolving project 'Parents as Partners' in May 2017 at the La Crosse University in Wisconsin, USA.

This competition focuses on problem solving, creative and critical thinking, collaboration, team work and decision making. As part of the competition process, our FPS team were required to display and present their projects not only for evaluation and interviews, but also in a 'Community Problem Solving Fair' open to the public. Over 140 competing teams attending the International competition representing schools from countries throughout Asia, Australia, Europe and the USA.

The FPS team has continued with the Parents as Partners program as part of our kindergarten transition program, STARTWELL, to ensure every student entering Kindergarten is equipped with the necessary skills for a successful start to their schooling journey.

Students collected data from teachers, parents and community members which shows an increase in student's academic abilities entering Kindergarten and an increase in parents entering the school to attend meetings. The Future Problem Solving team saw an increase in parent and child involvement in designing and making resources during STARTWELL as well as many opportunities to inform parents about resources in the package and most importantly 'why' they need to use it with their child.

Such a program sees students seeking and achieving change in their communities demonstrate how bright the future will be with these emerging leaders guiding the way.