Curl Curl North Public School

Annual Report

2018

3925

Introduction

The Annual Report for **2018** 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.

Donna Blatchford

Principal – Relieving 2018

School contact details

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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 900 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.

 In 2016 the NSW Government announced Curl Curl North Public School would receive a much–needed upgrade. The rebuild will provide new permanent teaching spaces, a new hall, a library, administration spaces, refurbishments to an existing building an upgrade of external play and sporting areas. The project will be staged to allow the school to continue to operate during the building of a contemporary, sustainable and inclusive school that fits with the local environment. The Department of Education is working closely with the principal and the P&C to ensure Curl Curl North's culture is captured as part of the building.

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**, our efforts have focused primarily on learning culture, curriculum and reporting. Curl Curl North Public School engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. This year Positive Behaviour for Learning (PBL) was a driving initiative that further enhanced the school strategic directions. The PBL philosophy links with the school values and develops positive student behaviours enhancing the positive culture of high expectations for learning.

- **Learning Culture** – *Sustaining and Growing*
- **Wellbeing** – *Delivering*
- **Curriculum**– *Sustaining and Growing*
- **Assessment –***Delivering*
- **Reporting** – *Sustaining and Growing*
- **Student Performance Measures** – *Delivering*

In the domain of **Teaching**, Professional standards was a focus. Curl Curl North Public School has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

- **Effective classroom practice**– *Sustaining and Growing*
- **Data skills and use** – *Delivering*
- **Professional Standards** – *Sustaining and Growing*
- **Learning and Development –** *Sustaining and Growing*

In the domain of **Leading**, School resources were strategically used to achieve improved student outcomes and high quality service delivery.

- **Educational Leadership** – *Delivering*
- **School Planning, Implementation and Reporting** – *Sustaining and Growing*
- **School Resources** – *Excelling*
- **Management Practices and Processes** – *Sustaining and Growing*

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, Informed & Creative Learners

Purpose

To ensure a student–centred learning environment that empowers all students to become successful, creative, self–reflective learners who productively contribute to a thriving community.

Overall summary of progress

The school successfully implemented the 2018 milestone goals linked to this strategic direction: Successful, Informed & Creative Learners.

In implementing school–wide, high–quality English teaching and learning programs; professional learning at the beginning of 2018 was presented by Penny Hutton from PETAA (Primary English Teaching Association Australia) with focus on professional learning around the explicit teaching of writing across the school. Demonstration lessons followed in year 2 and year 4 resulting in planned writing lessons shared among the grades and the revision and modification to the year 4 English program. The final professional learning session with Penny Hutton explored the scope and sequence of grammar and language skills, and criteria for assessment of a literary text. As a result, year 6 teachers collaborated on the development of a rubric with a grammatical focus for an informative piece of writing. Year 3 English programs included a best practice and suggested unit of work 'Storm Boy' into their teaching program. Three staff attended the two day training of Learning Progression and PLAN2 software resulting in strategic planning to support all teachers as learning progressions and PLAN 2 were released by The Department of Education. As a result, all teachers completed the online module 'Introduction to the Literacy and Numeracy Progressions' facilitated by the Department of Education Literacy and Numeracy Strategy Advisor (LaNSA).

In implementing visible learning practices in all classrooms, the school engaged the expertise of Corwin Australia to facilitate the 'School Impact Process Approach'. All teachers attended 'Visible Learning: Foundation Day' where teachers identified areas that have the greatest impact on student achievement developing capacity to understand the key messages of the Visible Learning research. As a result, a school visible learning team was established consisting of 13 staff members representing K–6 and incorporating teaching and executive staff. The team worked together to develop knowledge around the five visible learning strands; The VIsible Learner, Know Thy Impact, Inspired and Passionate Teachers, Effective Feedback and The Visible Learning School. As a result, baseline evidence was collected with school markers being identified to build on strength's and identify the challenges at CCNPS to be addressed in the 'Impact Cycle' in 2019.

With a major focus in revitalising and re–implementing out PBL framework in 2018, school wide assessment data was analysed and used to identify key priorities throughout the year. In 2018 practices and processes that supported a consistent approach to student wellbeing included; professional learning for teachers to understand the PBL school process using the 'Managing challenging behaviour flowchart' resulting in teacher consistency in activating behaviour practices, school playground booklet published for all staff clearly identifying the expectations in each playground space resulting in all teachers (including casuals) being more consistent with enforcing expectations during recess and lunch play. This led to identified improvement in student behaviour. Grade leaders monitored behaviour incidences where any behaviours identified as completed by the teacher were followed up by the grade leader resulting in restorative questions being incorporated in student reflections.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students in the top two NAPLAN bands for writing and numeracy.	Penny Hutton PL $4909	Professional Learning • Penny Hutton (PETAA) • Demonstration Lessons with Penny Hutton (PETAA)
Increase the percentage of students achieving expected growth.	Learning Progressions and PLAN2 $2000	Professional Learning • Learning Progression • PLAN2 Grade Collaboration • Teachers were provided with opportunities for professional dialogue and collaboration to strengthen teacher understandings of literacy and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students achieving expected growth.		numeracy development with a shared understanding of the learning progressions.
Increase the proportion of students actively reflecting on their own learning through learning intentions and success criteria.	Corwin – Staff PL $2920 Corwin – Leaders • Evidence Into Action Day 1 PL $4080 + Casual cost $4500 • Evidence Into Action Day 2 $4080 (P&C Donated) + Casual cost $4500	Professional Learning • ' Visible Learning – Foundation Day' for all teachers School Impact Process – facilitated by Corwin Australia for CCNPS Visible Learning Team • Evidence Into Action Day 1 • Evidence Into Action Day 2
Improvement in the effectiveness of our wellbeing systems.	4 teachers accredited at 'PBL Coaching' level $1620	Data Analysis • Analysis of SAS (School–wide Assessment System) to determine whole school PBL priorities Professional learning • four teachers accredited at 'PBL Coaching' level Change in school practices • PBL flowchart updated to include proactive strategies supporting behaviour modification along with school agreed consequences when challenging behaviour occurs. • School review of Curly's matrix of expectations • All teachers following the revised CCNPS PBL Managing Challenging Behaviour flowchart

Next Steps

In 2019, Strategic Direction 1 will focus on strategic planning of identified strengths and challenges within the Visible Learning Impact Cycle that includes;

1. consistent learning intentions and success criteria evident in every classroom,
2. student learning dispositions identified as a whole school focus, and
3. Visible Learning for Mathematics; learning more about the three phases of learning – surface, deep and transfer, examining various assessment strategies including effect size to measure the schools impact on student learning and discovering how complexity and difficulty build fluency, stamina and critical thinking.

Strategic Direction 2

Teaching & Learning in the 21st Century

Purpose

To develop a collaborative commitment to identifying, understanding and implementing quality teaching practices using evidence–based strategies with a focus on 21st century learners.

Overall summary of progress

In 2018, progress within this strategic direction; Teaching & Learning in the 21st Century focused predominately on improving quality teaching through co–planning, co–teaching and instructional leadership to enhance teacher capacity to develop students' 21st century learning skills.

The major program this year included the establishment of six classes with co–planning, co–teaching and co–assessing occurring in our innovative learning environments. Data collected provided baseline information identifying teacher knowledge within 'Future Learning' and pedagogical practices that are currently in place at Curl Curl North Public School. Analysis of this data supported strategic planning around futures learning with a significant need identified to up skill staff in technology. As a result, every classroom teacher was allocated a laptop along with 50 SMART Learning Suite Online (SLSO) teacher licences being purchased and allocated to teaching staff. This enabled teachers to access SMART notebook capabilities compatible with the Interactive Whiteboards (IWBs) that will be purchased as part of the technology in the new build.

In establishing well–implemented educational technology the school partook in the SMART EdTech Capabilities Profile. As a result, areas of improvement among the high–impact EdTech capabilities were identified with strategic and collaborative technology planning to allow for a school focus on technologies that support student–centred pedagogies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased percentage of teachers positively engaged in effective co–planning, teaching and assessing.		Co–teaching practices • Establishments of six classrooms set up as 'Future Learning' innovative learning environments with co–planning, co–teaching and co–assessing being a practice that 8 teachers work in this year •
Increased teacher confidence in facilitating student–centred learning in 21st century skills.	MInecraft $535 Laptops $12800 Teacher SMART SLSO licences $4913 ZuluDesk – iPad Management System $630	Data • Future Learning survey completed by all teachers • SMART EdTech Capability Profile Future focused learning • Minecraft pilot project • STEMShare Kit – 3D printing Professional Learning • Inspire Greatness Conference • TEACHMEET at CCNPS Technology purchased • Teacher laptops • SMART SLSO licence
Clear, consistent scope and sequences in English are in place and reflected in quality teaching programs and student work samples.	PL – Collaborative Planning for all staff $20000	Collaborative Planning • Every teacher engaged in a collaborative planning day with their grade each term. • Leadership team focus with examples of various English scope and sequences from other schools used to determine format for use at CCNPS • English scope and sequence in place for every grade.

Next Steps

In 2019, Strategic Direction 2 will focus on;

- enhancing collaborative teaching practices of the staff to confidently co–plan, co–teach and co–assess,
- utilising creative, productive and collaborative technology tools to engage and enhance student learning outcomes e.g. Microsoft, Apple, Adobe, Google,
- instructional leaders modelling quality teaching through collaborative teaching practices,
- utilising the high–capability and identified school strengths in teacher participation in technology planning, opportunities for collaborative professional development and acceptable technology use policies, and
- strategic planning around the identified high–impact capabilities for improvement in student participation in technology planning, evaluation of technology and implementation effectiveness and technology change management.
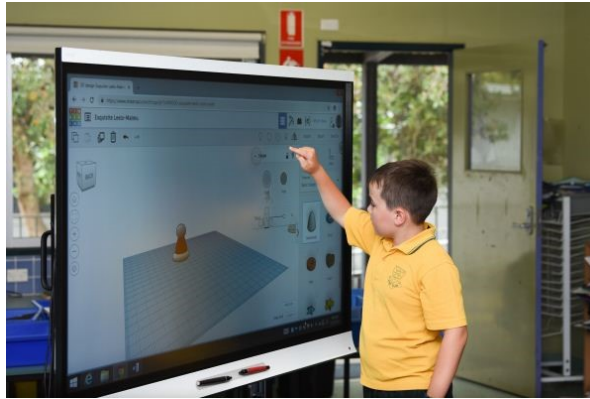
Strategic Direction 3

High Expectations & Community Engagement

Purpose

To strengthen and maintain levels of communication and involvement with our community to support student learning in a time of change.

Overall summary of progress

In 2018, progress within this strategic direction; High Expectations and Community Engagement focused predominately on enhancing communication with parents. With a focus on increasing digital communication between teachers and parents the school management system SENTRAL was updated to include full access to all modules. Enhanced communication opportunities along with a parent portal provided beneficial applications such as:

- absence notifications (if a child is not at school an sms is sent to the parent),
- absence notes can now be completed digitally by parents which supports the legal requirements for recording of absences
- the ability for the school to filter and send whole school/grade specific notification messaging to parents,
- parent access to the school calendar, newsletters and excursion information
- opportunities for split families to access student attendance records, receive notifications and complete leave requirement

Curl Curl North Public School continued to thrive within the Northern Beaches Learning Allianz (NBLA) with new and existing opportunities contributing to this professional network. Executive staff led professional and community networks supporting the involvement of colleagues in external learning opportunities. This was most evident in Curl Curl North executive staff running workshops for our community networks on Seesaw.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased engagement with the NBLA and school transition initiatives.	NBLA Membership $9746 Student Leadership Program $500 release for teacher $1685 cost of project – coffee cups	Engagement with NBLA • 10 CCNPS student leaders engage in the NBLA Student Leadership Camp resulting in a school project displayed at combined NBLA SDD • Two CCNPS teachers co–designed and facilitated Seesaw professional learning session at school open to all teachers in the NBLA • NorthGATE professional learning attended by teachers and Principal Systems • Google drive established across NBLA schools
Increased digital communication between teachers and parents/caregivers.	SENTRAL 3 year school licence $33543 School Bytes $5113	Systems • SENTRAL portal updated to include full access to modules enabling enhanced parent communication • Increased number of teachers using Seesaw to engage parents in student learning
Increased percentage of parents/caregivers visiting our website and attending workshops to access current information.		Systems • DoE school website service provided updated CCNPS website • Additional modules available on School Bytes. Data • Tell Them From Me parent survey provided baseline data regarding parental input in attending workshops to support their child's learning

Next Steps

In 2019, Strategic Direction 2 will focus on;

- increasing teacher network opportunities within the NBLA to provide relevant professional learning and professional networking for all staff,
- increasing accessibility of digital communication between teachers/school and parents, and
- utilising data provided by parents to determine workshops that best support parents to have a deeper understanding of current pedagogy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$2,403	Funds were used to support professional learning needs for staff, purchase resources in recognising key Aboriginal events and celebrations and provide individualised student support.
English language proficiency	$56,064	The EAL/D teacher worked with identified students in both classroom team–teaching and withdrawal programs.
Low level adjustment for disability	Total includes staffing allocation and flexible funding $143,283	Funds were utilised to engage a Learning and Support Teacher (LaST) and a Student Learning Support Officer (SLSO) to assist students with additional learning and support needs. The Learning and Support Teacher (LaST), through the school's learning and support team has; • provided direct and timely specialist assistance to students in classes with additional learning and support needs and their teachers, • worked collaboratively with classroom teachers to support assessment for learning, and • planned, implemented, modelled, monitored and evaluated teaching programs for students with additional learning and support needs. The school established a school MiniLit Reading Program. This included ten staff attending a two day MiniLit Professional learning workshop held at the school and the purchase of the MiniLit Program Kit and resources. As a result the school has established an early literacy program that provides an explicit and effective model for teaching reading skills to targeted students in year 1 and year 2 .
Quality Teaching, Successful Students (QTSS)	$160,646	School executive and teachers were provided with additional release time to mentor and coach teaching staff in high quality teaching and learning practices. An instructional leader was released one day a week to; • provide classroom–based professional development and coaching to support teachers to improve their teaching practice in line with their PDP goals. • improve outcomes for students in targeted key learning areas. 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.
Socio–economic background	$19,408	Funds were utilised to engage a Student Learning Support Officer (SLSO) to assist students with additional learning and support needs.
Support for beginning teachers	$27,572	In 2018, beginning teacher funds received were used to support two teachers who met the eligibility as a permanent and temporary

Support for beginning teachers	$27,572	beginning teacher. At Curl Curl North Public School, funds were used to support; • beginning teachers to have reduced responsibilities or teaching loads sufficient to support the development of their skills; • beginning teachers to be provided with ongoing feedback and support that is embedded in the collaborative practices of the school; • collaborative practices supporting beginning teachers within the school or across a cluster of schools; and • provide beginning teachers with access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.
Targeted student support for refugees and new arrivals	New Arrivals $3,605	New Arrival students were targeted and provided intensive support to assist in their ability to access the curriculum.

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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	485	481	481	465
Girls	431	431	427	413

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.1	96	96.1	95.2
1	94.6	94.8	96	95.4
2	95.5	96.2	96.1	95.3
3	95.5	95.4	96.1	95.2
4	95.5	95.7	96.4	94.7
5	94.2	95.7	95.3	94.8
6	93.8	94.1	95.4	92.9
All Years	95.1	95.5	95.9	94.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Curl Curl North Public School promote to the whole school community recognition that regular attendance at school is essential for students to achieve quality life outcomes. Staff are committed to providing engaging and purposeful learning for all students at Curl Curl North Public School to support student engagement at school. Parents are aware of their responsibility for ensuring their child attends school every day, that justified reasons for student absences including being sick, having an unavoidable medical appointment, attending a recognised religious holiday or an exceptional or urgent family circumstance are provided as an explanation within 7 days from the first day of any period of absence. School attendance information was reinforced through school communication appearing in a school newsletter in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.46
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.4
School Counsellor	1
School Administration and Support Staff	5.17

*Full Time Equivalent

No staff members identify as Aboriginal or Torres Strait Islander.

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	26

Professional learning and teacher accreditation

Curl Curl North Public School is committed to providing an education that fully develops the talents and capacities of all students. Professional learning is valued and recognised as a major contributing factor for improving the learning outcomes of students. Teaching and non–teaching staff in schools have a responsibility to undertake ongoing professional learning that develops skills, knowledge and understandings in support of this goal. Professional learning refers to all training and development opportunities, formal and informal, individual and shared, that provides opportunities for professional discourse, interaction, practice, reflection and analysis.

In 2018, all teaching and non–teaching staff participated in a range of professional learning activities

that met personal Performance Development Plans (PDPs), school strategic directions and mandatory compliance training. Professional learning incorporated whole school staff meetings, stage focused professional development meetings, stage focused termly collaboration days, school development days, funded courses, online e–learning course and guest speakers.

Professional learning for staff is closely aligned to the school's strategic plan. Every Wednesday afternoon, at least one hour is scheduled for professional learning which is aligned to the school's strategic directions. In addition, school development days are scheduled by the Department of Education to support the implementation of the school's strategic directions through professional learning of teaching staff.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	731,880
Revenue	6,982,967
Appropriation	6,245,400
Sale of Goods and Services	394
Grants and Contributions	728,670
Gain and Loss	0
Other Revenue	0
Investment Income	8,503
Expenses	-6,796,884
Recurrent Expenses	-6,796,884
Employee Related	-5,904,580
Operating Expenses	-892,303
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	186,083
Balance Carried Forward	917,963

The school expended funds in line with the School Plan 2018–2020 through a financial management process that included regular finance meetings with appropriate stakeholders and governance structures that met financial policy requirements.

In 2018 there was an increase in:

- fees for services rendered due to document archiving and general staff training costs.
- computer costs increased due to the purchase of extra laptops for staff and students, SMART software licences and replacement of Interactive Whiteboard (IWB) projectors.
- computer maintained costs increased due to a three year SENTRAL licence being purchased and support for whole school iPad systems e.g. Zulu, and
- property maintenance showed an increase due to deadwood pruning that was carried out at the school

Intended use of any carried forward funds included outstanding commitments for excursions e.g. Canberra, 2017 tied funding carried forward i.e. beginning teacher support, library shelving system, funds held for replacement of band musical instruments and the funds held for the shade structure to be utilised as part of the new school build.

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	5,517,760
Base Per Capita	175,579
Base Location	0
Other Base	5,342,181
Equity Total	221,158
Equity Aboriginal	2,403
Equity Socio economic	19,408
Equity Language	56,064
Equity Disability	143,283
Targeted Total	30,428
Other Total	322,154
Grand Total	6,091,501

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The Premier's priorities identify a focus on the top two NAPLAN bands in reading and numeracy as an indicator that schools are successfully helping more students to reach their potential.

In 2018, NAPLAN results for Curl Curl North Public School indicate:

- The year 3 reading NAPLAN results were improved with 69.6% of students achieving in the top two NAPLAN bands. An increase from 69.4% in 2017.
- The year 5 reading NAPLAN results were similar to 2017 with 53.3% of students achieving in the top two NAPLAN bands.

Band	1	2	3	4	5	6
Percentage of students	0.9	4.3	3.5	21.7	27.0	42.6
School avg 2016-2018	0.7	2.7	5.9	19	25.2	46.4

Percentage in bands:
Year 3 Spelling
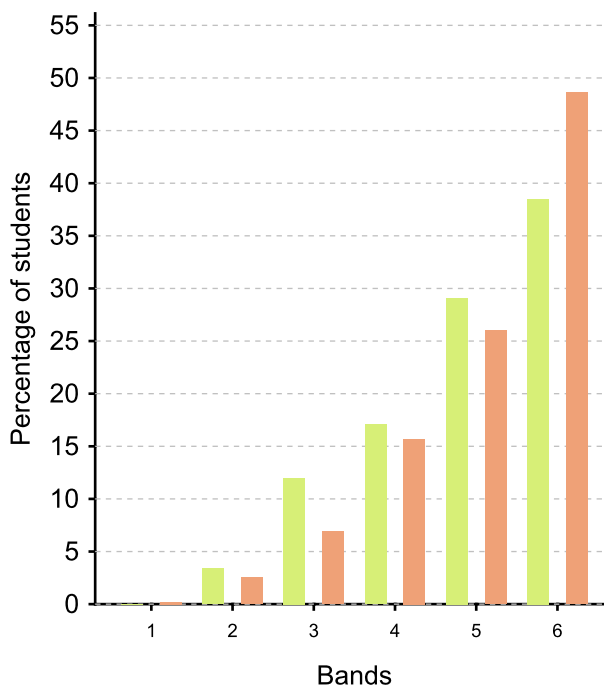
▇	Percentage in Bands
▇	School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	3.4	12.0	17.1	29.1	38.5
School avg 2016-2018	0.2	2.5	6.9	15.7	26	48.6

Percentage in bands:
Year 3 Reading
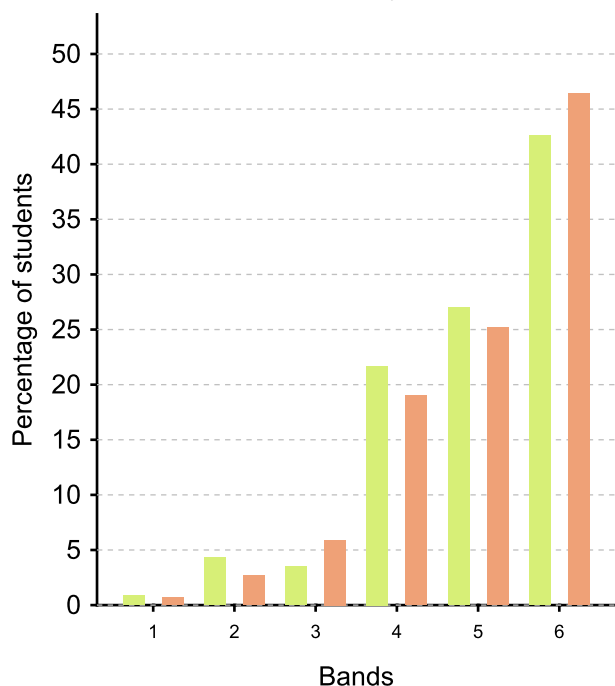
▇	Percentage in Bands
▇	School Average 2016-2018

Percentage in bands:
Year 3 Writing

Legend:
- Percentage in Bands
- School Average 2016-2018
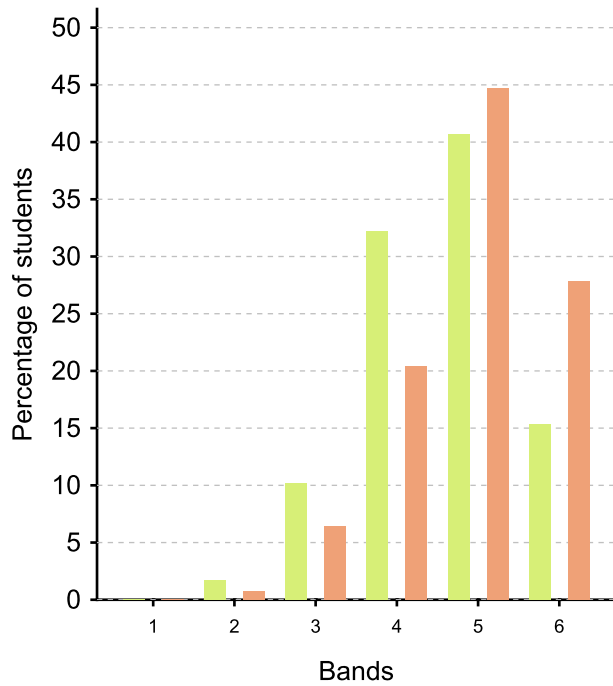
Band	1	2	3	4	5	6
Percentage of students	0.0	1.7	10.2	32.2	40.7	15.3
School avg 2016-2018	0	0.7	6.4	20.4	44.7	27.8

Band	1	2	3	4	5	6
Percentage of students	0.0	3.4	5.1	21.4	15.4	54.7
School avg 2016-2018	0.2	2.5	7.4	14.5	17	58.5

Percentage in bands:
Year 5 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2016-2018
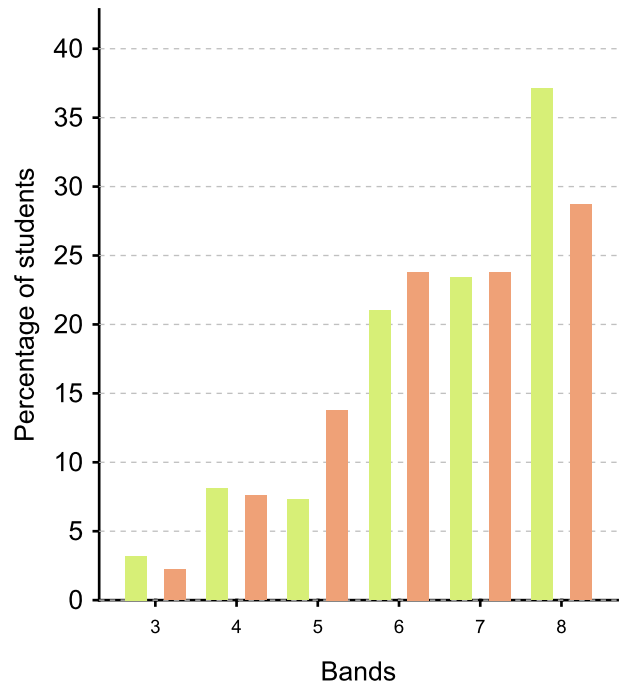
Band	3	4	5	6	7	8
Percentage of students	3.2	8.1	7.3	21.0	23.4	37.1
School avg 2016-2018	2.2	7.6	13.8	23.8	23.8	28.7

Percentage in bands:
Year 3 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Reading
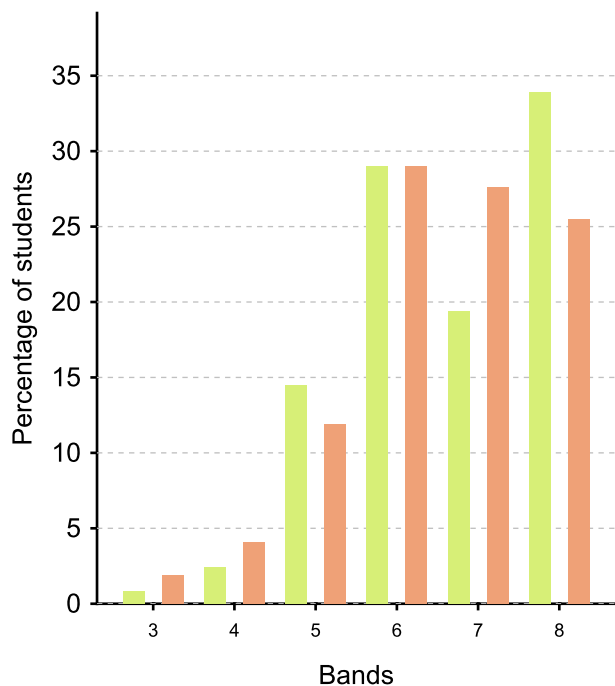
	Percentage in Bands
	School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.8	2.4	14.5	29.0	19.4	33.9
School avg 2016-2018	1.9	4.1	11.9	29	27.6	25.5

Percentage in bands:
Year 5 Spelling
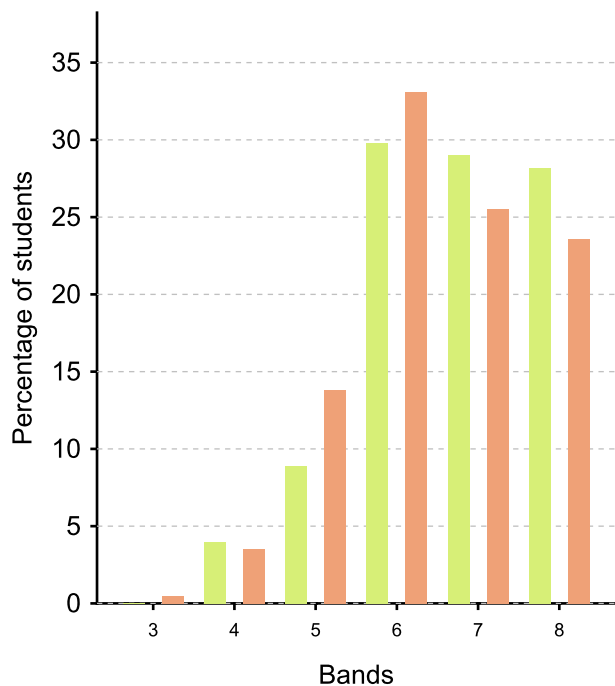
	Percentage in Bands
	School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	4.0	8.9	29.8	29.0	28.2
School avg 2016-2018	0.5	3.5	13.8	33.1	25.5	23.6

Percentage in bands:
Year 5 Writing
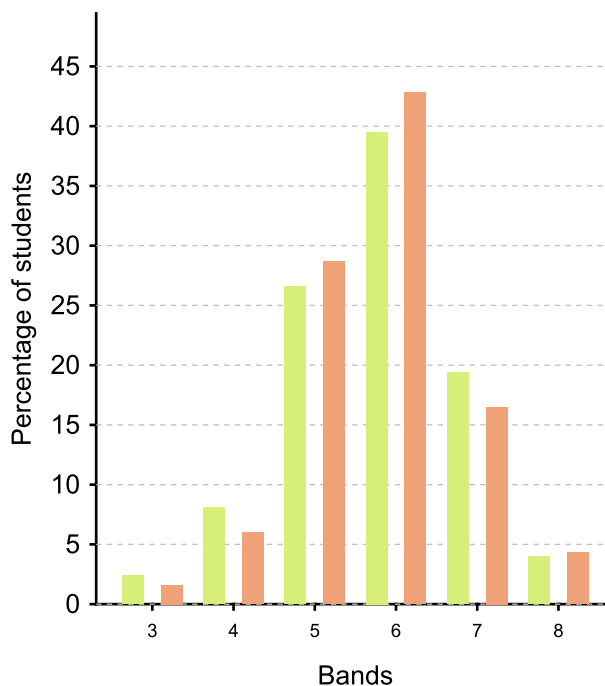
	Percentage in Bands
	School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	2.4	8.1	26.6	39.5	19.4	4.0
School avg 2016-2018	1.6	6	28.7	42.8	16.5	4.3

The Premier's priorities identify a focus on the top two NAPLAN bands in reading and numeracy as an indicator that schools are successfully helping more students to reach their potential.

In 2018, NAPLAN results for Curl Curl North Public School indicate:

- The year 3 numeracy NAPLAN results were less with 58.3% of students achieving in the top two NAPLAN bands. A decrease from 69.4% in 2017
- The year 5 numeracy NAPLAN results were improved with 48.7% of students achieving in the top two NAPLAN bands. An increase from 37.5% in 2017.
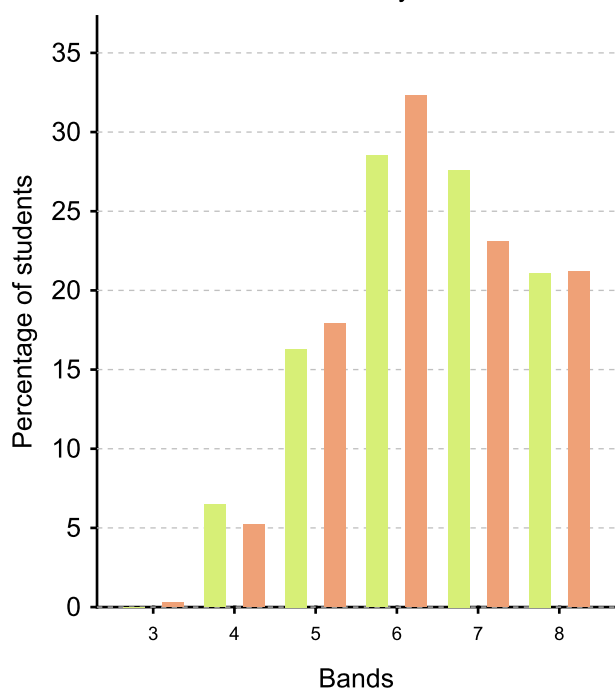
Percentage in bands:
Year 3 Numeracy
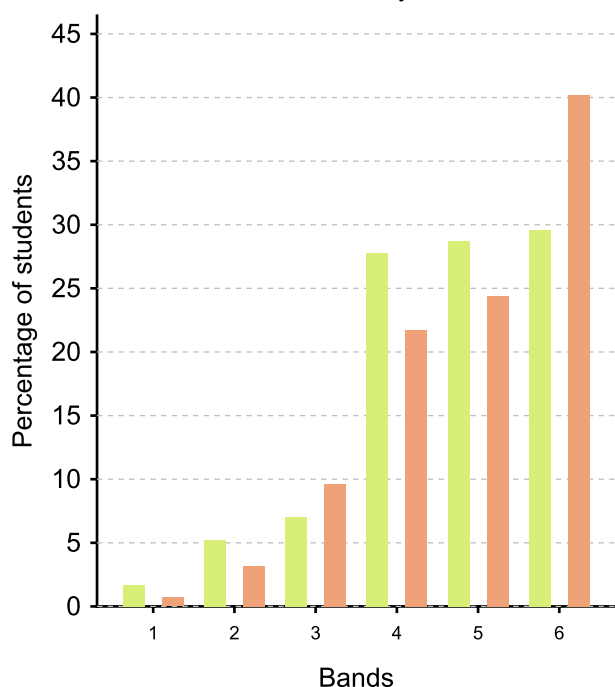
	Percentage in Bands
	School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	1.7	5.2	7.0	27.8	28.7	29.6
School avg 2016-2018	0.7	3.2	9.6	21.7	24.4	40.2

Percentage in bands:
Year 5 Numeracy

	Percentage in Bands
	School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	6.5	16.3	28.5	27.6	21.1
School avg 2016-2018	0.3	5.2	17.9	32.3	23.1	21.2

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.

Overall, 69.57% of students in Year 3 and 53.23% of students in Year 5 were in the top bands for Reading.

58.26% of Year 3 students and 48.78% of students in Year 5 were in the top bands for Numeracy.

Parent/caregiver, student, teacher satisfaction

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

Parent Satisfaction

The Tell Them From Me – The Learning Bar survey has been used to report on feedback received about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. In 2018, there was a pleasing increase to 227 parents who responded to the Tell Them From Me 'Partners in Learning' Parent Survey. 181% difference from 2017. Pleasingly, Curl Curl North Public School scored higher than the NSW Government Norm in all aspects of parents' perceptions of their children's experiences at home and school, except 'Parents support learning at home'.

This survey indicated that;

- 76% of parents feel welcome. A result that is higher than the NSW Government Norm.
- 67% of parents are informed. A result that is higher than the NSW Government Norm.
- 60% of parents support learning at home. With a result lower than the NSW Government Norm. this is a focus area within strategic direction 3: High Expectations & Community Engagement
- 75% agree that school supports learning. A result that is higher than the NSW Government Norm.
- 81% agrees that the school supports positive

behaviour. A result that is higher than the NSW Government Norm. Within this result, 87% of parents indicated that their child is clear about the rules for school behaviour.

- 75% of parents are indicated that safety at home is supported through behaviour issues being dealt with in a timely manner, their child feeling safe at school, their child feeling safety going to and from school and that the school helps prevent bullying. A result that is higher than the NSW Government Norm.
- 68% of parents indicated that Curl Curl North Public School is an inclusive school. A result that is higher than the NSW Government Norm

Teacher Satisfaction

The Tell Them From Me – The Learning Bar survey has been used to report on feedback received by 35 respondents within the Eight Drivers of Student Learning.

The survey indicated the following areas of strength:

- 83% of teachers work with school leaders to create a safe and orderly school environment
- 85% of teachers collaborate by discussing learning problems of particular students with other teachers.
- 88% of teachers set high expectations for student learning
- 86% of teachers agree that assessments help they understand where students are having difficulty
- 85% of teachers when presenting a new concept try to link it to previously mastered skills and knowledge
- 87% of teachers create opportunities for success for student who are learning at a slower pace
- 84% of teachers agreed or strongly agreed that school leaders clearly communicate their strategic vision and values for our school.

The survey indicated possible areas for future focus with:

- 59% of teachers who provided examples of work that would receive an "A", a "B" or a "C" (or their equivalent)
- 50% of teachers indicated that students use computers or other interactive technology to track progress towards their goals
- 56% of teachers indicated they ask parents to review and comment on students work

Student Satisfaction

The Tell Them From Me – The Learning Bar survey reported results based on data from 343 students in years 4, 5 and 6 at the school who completed the survey.

In 2018, the ten student leaders made up of Captains, Vice Captains and Prefects analysed the data that indicated the following areas of strength:

- 81% of students agree that the Curly Code is improving the behaviour of students in their classroom.
- 83% of students had a positive sense of

belonging, feel accepted and valued by their peers and by other at the school. A result that is higher than the NSW Government Norm.

- 93% of students with positive relationships with friends at school they can trust and who encourage them to make positive choices. A result that is higher than the NSW Government Norm.
- 89% of students with positive behaviour at school that do not get in trouble at school for disruptive or inappropriate behaviour. A result that is higher than the NSW Government Norm.
- 92% of students who try hard to succeed in their learning. A result that is higher than the NSW Government Norm.

The survey indicated possible areas for focus with:

- 57% of students with positive homework behaviours where students do homework for their classes with a positive attitude and in a timely manner

Policy requirements

Aboriginal education

At Curl Curl North Public School there is a strong Aboriginal Education Committee that oversees the delivery of quality education to Aboriginal students at the school, guides educational programs about Aboriginal Australia for all students and facilitates Aboriginal cultural education through professional learning for all staff.

In 2018 the Aboriginal Education Committee;

- supported every class to write their own Acknowledgement of Country;
- engaged in 'Caring for Country', a professional learning opportunity to learn about and experience the traditional practices of the local Aboriginal people and how this information can be incorporated into Geography and History inquiry–based frameworks by sending a staff member to represent Curl Curl North Public
- unpacked the Aboriginal Education and Training Policy 'Turning Policy into Action' to discuss, reflect and identify goals for Curl Curl North within the excellence in learning, excellence in teaching and excellence in leadership domains. As a result the following goals were established;
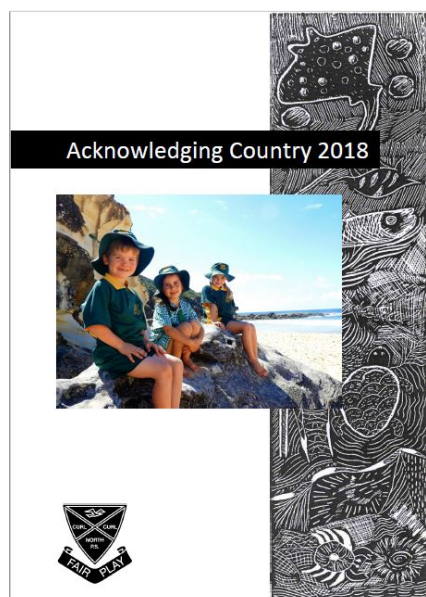
Excellence in Learning – Developing a K–6

progression of Aboriginal cultural and experiences.

Excellence in Teaching – Continuing to implement and imbed aboriginal education in and outside of the classroom

Excellence in Leadership – Develop new ways teachers/staff and community can be involved in the schools approach to Aboriginal education

Multicultural and anti-racism education

At Curl Curl North Public School 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.

The NSW Department of Education rejects racism in all its form 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. As the staff nominated ARCO will be taking substantial leave in 2019, a newly appointed ARCO will complete training early in 2019 and take on the role.

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.