

# Curran Public School

## Annual Report



2018



4460

## Introduction

The Annual Report for **2018** 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.

Mr Michael Strahan/Mr Nathan Neilson

Principal/Rel. Principal

## School contact details

Curran Public School

Melaleuca Drive

Macquarie Fields, 2564

[www.curran-p.schools.nsw.edu.au](http://www.curran-p.schools.nsw.edu.au)

[curran-p.school@det.nsw.edu.au](mailto:curran-p.school@det.nsw.edu.au)

9605 4534

## School background

### School vision statement

At Curran Public School, we ensure every member of our school learning community is an aspirational lifelong learner who is confident, creative, active and informed.

- We treat everyone with dignity.
- We create opportunities and options.
- We inspire purposeful connections.
- We build curiosity in the world.

### 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. 20% Aboriginal students and 38% of students from language backgrounds other than English make up this population, with Samoan and Pacific Islander decent being the largest cultural background. The school has a strong focus on preparing young students for their future. 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 and has 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

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school collects and analyses data to inform successful transitions. This has been extended this year through our START WELL programs and our partnership with Deloitte.

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are in place to support student attendance. There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students, so they can connect, succeed, thrive and learn. All students can identify at least 1 adult most can name 2 or more to whom they can confidently turn for advice and assistance at school and believe they will be successful in life.

As part of the evidence based approach within the school, a range of data and evidence is analysed to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. There are clear mechanisms that enable staff to explicitly communicate expectations of behaviour across school settings.

The school employs an integrated approach to quality teaching, curriculum planning and delivery, and assessment which promotes learning excellence. Staff are responsive in meeting the needs of all students and the school monitors and reviews its curriculum provision to meet changing requirements of the students.

Learning programs are dynamic and show evidence of revision based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. Staff differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next

to enable continuous improvement.

Staff routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice to meet the learning needs of students. The school's reporting processes are clear, timely and accurate providing information that supports further progress and achievement for all student learning across the curriculum.

## **Teaching**

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods to support student improvement.

Teachers collaborate within and across stages to share curriculum knowledge, data, feedback about student progress and achievement. This is strategically organised through timetables and project focus areas such as Building Numeracy Leadership and Spirals of Inquiry.

There is a school wide approach to effective positive classroom management based on Social Emotional Learning. The school has established a Wellbeing group to provide students with the added individualised supports needed to ensure success.

Whole school data is analysed by the leadership team and shares whole school trends with the staff to allocate resources effectively and efficiently where need is greatest.

Teachers engage in professional learning that is collaborative, meaningful and student centred. Teachers actively evaluate share and discuss learning to improve whole school practice. The school identifies expertise within its staff and draws on this to further develop its professional learning community. This has been evident in the strength of its partnerships across the state, interstate and internationally.

## **Leading**

Professional learning in the school emphasises the instructional leadership model, develops high level management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. This year, a number of staff have relieved in higher duties and there have also been a number of staff secure promotion positions in other schools.

The leadership team actively supports change and is responsive and agile in the management of change. There are clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. The school leadership utilises logic modelling to track and create opportunities where feedback, evaluation and impact can be monitored, shared and celebrated.

The school makes informed choices about resource allocation, based on cost effectiveness, evidence, and in response to local context and need. The school's learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology is used effectively across the school to enhance learning and support the increase of community engagement with the school.

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

To ensure exemplary teaching practice in all KLA's, especially English and Mathematics, is guided by context specific, K–6 frameworks which incorporate essential skills and modern future focussed learning. Authentic assessment and reporting processes are employed which promote parent involvement and engagement in the learning process.

## 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. This has been underpinned with the development of our Learning to Learn Framework. In consultation with staff we have further defined the six proficiencies and identified specific descriptors and examples for each. We now recognise the Framework's importance as a tool to reflect on learning and are in the process of ensuring we use this to support our pedagogy and teaching practices.

The Curran Conversations reporting process has entered the second year of implementation in 2018. We have had great success in further developing parent–teacher relationships and supporting parents in understanding the learning process to better support their child/ren. This year students became more involved in the process by selecting their own work samples and identifying a task or activity to share with their parents. Our feedback and evaluation from parents and carers is summarised into one word to describe their feelings around Curran Conversations.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased % of students performing in top 3 bands of NAPLAN in Numeracy, Writing and Reading.	Whilst noted here in Strategic Direction 1, the role of these additional supports cover aspects of all three strategic directions. <ul style="list-style-type: none"><li>• SLSO support staff 5 FTE.</li><li>• Additional Teaching and Learning Staff 2.8 FTE.</li></ul>	<ul style="list-style-type: none"><li>• 57.5% of Year 5 students achieved at or above expected growth in reading in 2018 NAPLAN.</li><li>• 18.8% of Year 3 students in Top 3 bands for Writing.</li><li>• 34.6% of Year 3 students in Top 3 bands for Reading.</li><li>• 16.1% of Year 3 students in Top 3 bands for Numeracy.</li><li>• 16.3% of Year 5 students in Top 3 bands for Writing.</li><li>• 20.9% of Year 5 students in Top 3 bands for Reading.</li><li>• 16.3% of Year 4 students in Top 3 bands for Numeracy.</li></ul>
Increased number of students showing equivalent or better than 1 year academic growth in 1 calendar year in Literacy and Numeracy.	Employment of a Speech Therapist \$24000  Employment of an Occupational Therapist \$20000	<ul style="list-style-type: none"><li>• 88.3% of students who have attended Curran Public School for 2 or more years have demonstrated the equivalent or better than 1 year growth for 1 calendar year in Literacy on school based assessments.</li><li>• 94.3% of students who have attended Curran Public School for 2 or more years have demonstrated the equivalent or better than 1 year growth for 1 calendar year in Numeracy on school based assessments.</li></ul> <i>*This data includes Kindergarten/Year 1 who started at Curran.</i>
Increased number of students who can identify their progress along the Curran P.S. Learning to Learn framework and can articulate where to next in learning.	Australian Schools Plus Grant \$20000	<ul style="list-style-type: none"><li>• The Learning to Learn Framework has been linked to Professional Practice and 100% of students have been tracked in 'Reflective Practices'.</li><li>• 64% of teachers have used the L2L Framework in their practice with the support of a specialist teacher.</li></ul>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students who can identify their progress along the Curran P.S. Learning to Learn framework and can articulate where to next in learning.		<ul style="list-style-type: none"><li>• 37% of students have identified themselves on the L2L Framework in STEM groups and electives (based on number of students in elective and coding groups against total enrolment).</li></ul>
Increased % of parents engaging in educational conversations around formative, summative and future focussed learning directions for their children.		<ul style="list-style-type: none"><li>• 68% of parents have attended a Curran Conversation with their child/ren's classroom teacher in Semester Two.</li><li>• Professional Learning around PLASPs and adjustments for learning through Positive Partnerships.</li></ul>

## Next Steps

- In 2019, Curran Conversations will be continually updated and evaluated to ensure a more authentic learning process for parents to engage in and support their child/ren's learning. We aim to achieve more consistent Curran Conversation delivery and feedback measures to ensure parents are better able to understand the learning process. This includes tailored and more specific work samples and comments that align to Personalised Learning Pathways and Individualised Education Plans.
- Our Learning to Learn Framework will move into the next phase of implementation and will be used as a tool to guide quality pedagogy and best teaching practice. We use our six essential learning skills to provide opportunities for students to have more control over their learning, as well as better understand and articulate how they learn.

## Strategic Direction 2

### Engagement for Learning

#### Purpose

To create confident, self aware students who build positive relationships, are supported in making successful transitions and actively contribute to school, community and society. Executive functioning skills are used consistently to set goals, monitor emotions and regulate behaviour across all settings of school.

#### Overall summary of progress

Curran Public School continues to foster a positive, caring culture, focussed on improvement where positive relationships between staff, students and community are enhanced. Our overall goal is to ensure every child is known, valued and cared for. During 2018, there has been a significant increase in the level of parent and community participation within the school. Positive wellbeing strategies including the 'Wellbeing Group' has effectively supported students capacity to self regulate.

Students are displaying increased skills in self awareness, behaviour and emotional regulation. 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. This year a team of staff and students established a partnership with Deloitte to effectively influence mindsets and improve key transitions points for all students within our community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of students who display improved skills in being able to self regulate and set personal goals.	Refer to Strategic Direction 1  Community Consultation Grant \$15000  Employment of a Trauma Based Psychologist \$40000	Suspension data indicates that there has been a significant reduction in the number of suspensions in 2018  There has been a reduction of the number of students suspended from 8% in 2017 to 2% in 2018.  All students are involved in peer groups which focus on social emotional learning, student voice and leadership.
Continued improvement in the areas of social engagement, institutional engagement, intellectual engagement and drivers of student engagement.		The school has continued to maintain higher than state norms results in social engagement, institutional engagement, intellectual engagement and drivers of student engagement as indicated in the Tell Them from Me surveys and internal assessment measures.
Improved community partnerships in learning and involvement to support successful students.		92% of staff can identify a fellow staff member who is able to model and share a flexible repertoire of strategies for student engagement.  The school implemented the 'Positive Partnerships' program which enhanced connections with families and stakeholders to improve student outcomes.

#### Next Steps

- In 2019, Curran Public school will continue the positive partnership with Deloitte to embed successful transitions for students moving out of the school and into High School. A further focus for next year will be developing successful transitions at key points across stages, within the school.
- Continued development and enhancement of, positive staff, student and community relationships to support learning.

## Strategic Direction 3

### Leadership for Success

#### Purpose

To create a growth mindset culture where strategic partners in education are developed to enhance collective efficacy. This is underpinned by innovation, positive interpersonal relationships and collaborative problem solving. Evidence of practice is visible throughout the school and is used by the learning community to inform decisions. Instructional leadership is modelled to support the culture of high expectations and continual improvement.

#### Overall summary of progress

This year the leadership capacity and capabilities of staff has been strengthened. Staff have taken purposeful roles and built leadership density across the school and between schools. Partnerships with outside agencies have been strengthened and these support the school direction and vision. There have been a number of staff in 2018 who have relieved in higher leadership roles within and outside the school setting. 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
Improved staff capacity to track and analyse academic and wellbeing data to strengthen leadership inform teaching and learning.	Refer to Strategic Direction 1	Staff access to whole school data has improved. Staff regularly analyse and collaboratively plan for student improvement using this data. Consistency of judgement across the school has been enhanced which has led to greater collective efficacy.  Staff capacity to effectively use data and strategy to strengthen educational leadership has improved through whole school collaborative planning organisation and spirals of inquiry.
Increased % of staff demonstrate leadership skills and capabilities.	Extra Professional Learning funds \$25000	There has been an increase of staff who demonstrate leadership skills and capabilities. This year, 20% of staff have relieved in higher duties and or have secured promotions positions within and outside the school setting.
Increased % of community members have developed stronger interpersonal relationships with the school and staff in order to strive for continual educational and wellbeing improvement for their children.		Parent satisfaction data indicates that there is a positive relationship between the school and the community.  There was a decrease in community involvement in Curran Conversations this year.  There was an increase in parental involvement in school events.

#### Next Steps

Build on current growth mindsets to greater understand how to deliver innovative transformational, organisational and instructional activities.

Effectively support new staff to engage in solutions focussed leadership to improve.

To increase staff capacity and leadership density within the school.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Education Officer.	This year an Aboriginal Education Officer was appointed to the school. Student achievement and improvement is evident for all Aboriginal students.
<b>English language proficiency</b>	Refer to Strategic Direction 1  Speech Therapist employed 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.
<b>Low level adjustment for disability</b>	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.
<b>Quality Teaching, Successful Students (QTSS)</b>	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.
<b>Socio–economic background</b>	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.
<b>Support for beginning teachers</b>	Beginning teacher funding.	Early career teachers have been supported by 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.
<b>Early Action For Success</b>	Deputy Principal IL 1.0 FTE	Throughout 2018 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. 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	2015	2016	2017	2018
Boys	148	136	135	141
Girls	125	125	131	124

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.6	91.3	90.1	89.5
1	91.2	89.8	93	89.9
2	92.8	90	92	91.8
3	93.7	92.1	92.7	89.4
4	91.6	92.2	91.8	90.4
5	92.3	90.2	89.6	88.7
6	92.9	93.4	90.8	90.2
All Years	92.3	91.4	91.3	89.9
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

Curran Public School employs an SLSO 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(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.16
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
School Administration and Support Staff	7.57
Other Positions	0.4

\*Full Time Equivalent

Curran Public School had three Aboriginal staff members employed in 2018.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

### Professional learning and teacher accreditation

To support the school's strategic directions, all teachers, School 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.

This year, there was a school-wide aligned approach to inquiry-based professional learning, with numeracy being the focus of each team's spiral. Three teachers were trained in the Building Numeracy Leadership (BNL) project, who then worked alongside school teams to build the capacity of teachers to implement high quality numeracy learning experiences for students. BNL was the focus of each team's professional learning inquiry and regular whole-staff

'check-ins' occurred termly. Two staff members were trained in L3 Stage One, and one staff member was trained in L3 Kindergarten.

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. A partnership was developed with Deloitte, in conjunction with our community of schools, who engaged staff and students in design-thinking workshops to strengthen transition processes between Stage 3 and 4. The school also engaged in a partnership with Salesforce, who provided extensive support and professional learning in STEM, technology and coding.

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 where three school leaders attended. The symposium was supported by Dr Judy Halbert and Dr Linda Kaiser from British Columbia Canada.

This year, 3 New Scheme Teachers completed their accreditation at Proficient level. They were supported through this process by a teacher mentor. All pre-2004 teachers began maintaining accreditation hours at Proficient level. 21 staff members have indicated that they are interested in pursuing accreditation at Highly Accomplished or Lead in the future.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	327,050
<b>Revenue</b>	4,287,331
Appropriation	4,139,714
Sale of Goods and Services	4,427
Grants and Contributions	141,694
Gain and Loss	0
Other Revenue	0
Investment Income	1,496
<b>Expenses</b>	-4,313,541
Recurrent Expenses	-4,313,541
Employee Related	-3,976,689
Operating Expenses	-336,852
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-26,210
<b>Balance Carried Forward</b>	300,840

## Financial information

### Financial summary

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

The finance committee meets regularly throughout the year to monitor and adjust budgets according to the most effective and efficient use of funds to support improvement. The intended use of available funds will be to support improvement of student learning, enhance learning environments and continue building strong community connections.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,968,549
Base Per Capita	56,591
Base Location	0
Other Base	1,911,958
<b>Equity Total</b>	915,795
Equity Aboriginal	67,648
Equity Socio economic	561,874
Equity Language	64,880
Equity Disability	221,392
<b>Targeted Total</b>	755,879
<b>Other Total</b>	386,565
<b>Grand Total</b>	4,026,788

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.

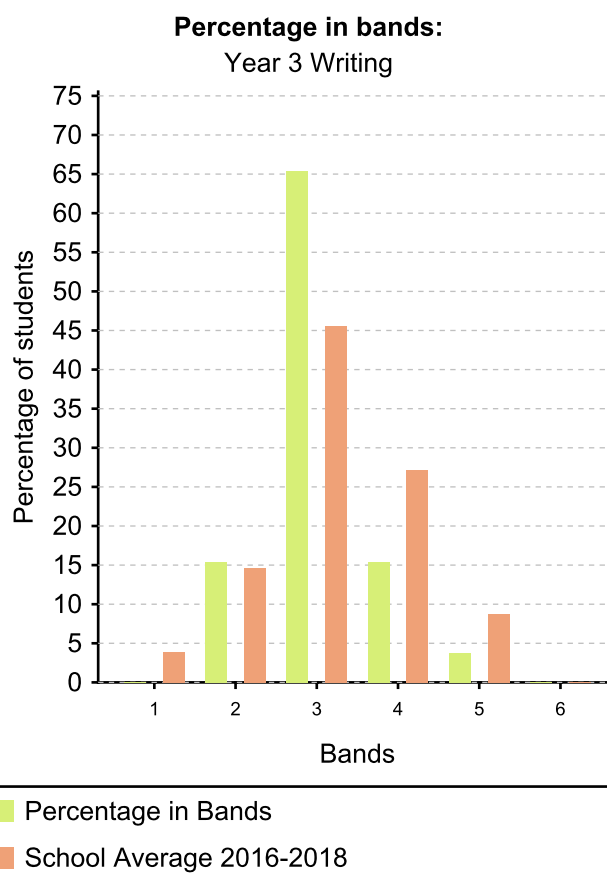
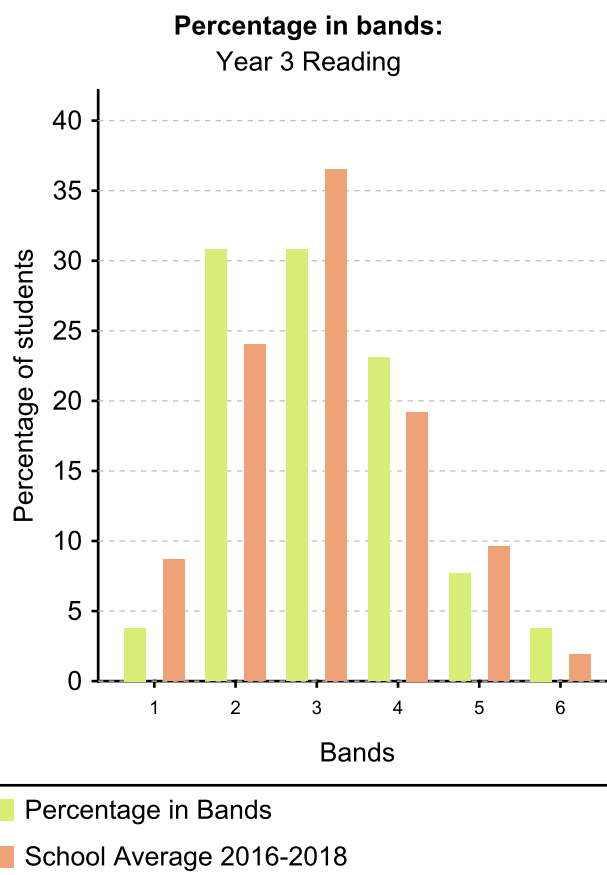
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

95% of students are at or above the national minimum standard in Year 3 Reading.

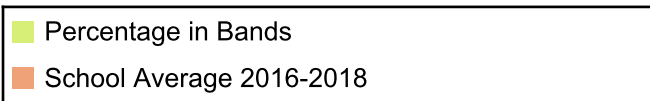
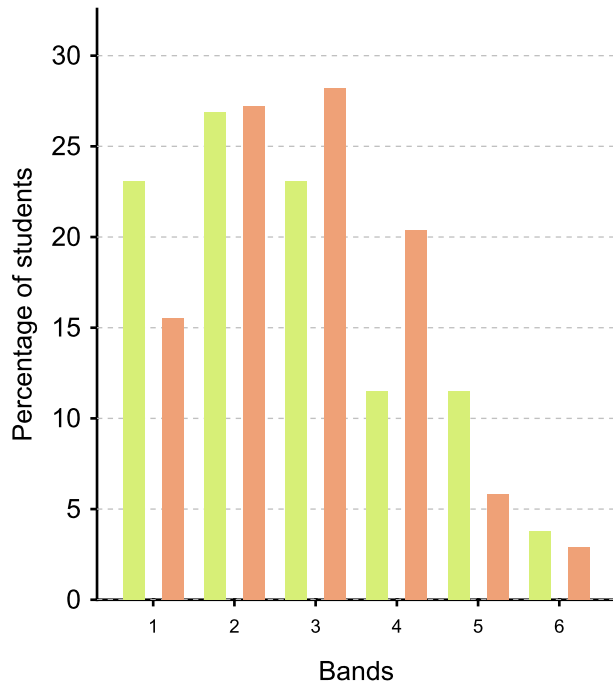
98% of students are at or above the national minimum standard in Year 3 Writing.

93% of students are at or above the national minimum standard in Year 5 Reading.

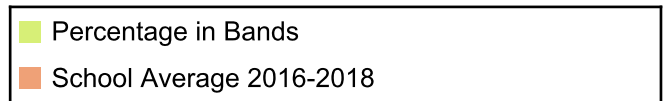
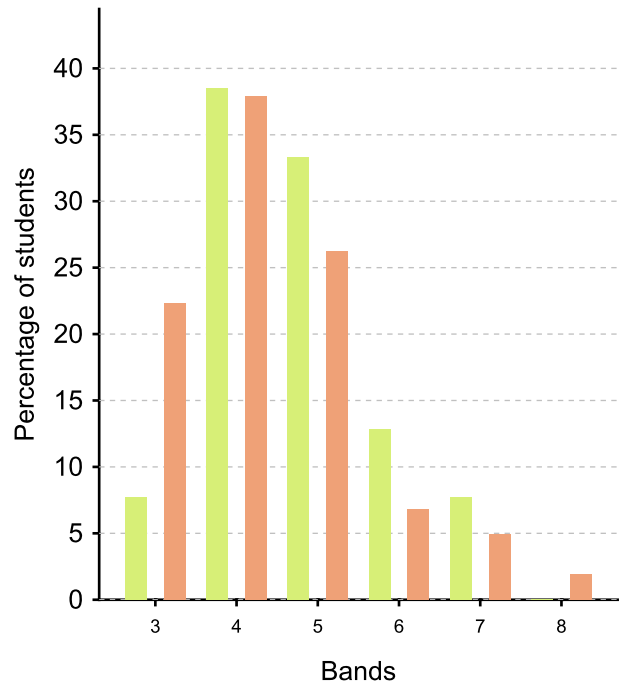
72% of students are at or above the national minimum standard in Year 5 Writing.



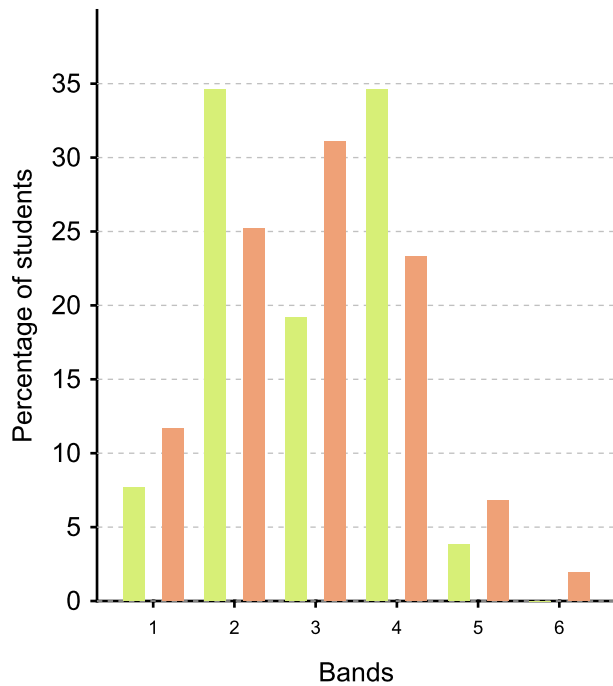
**Percentage in bands:**  
Year 3 Spelling



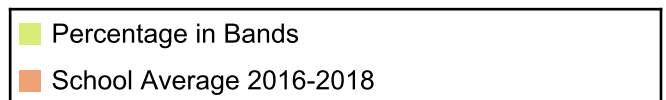
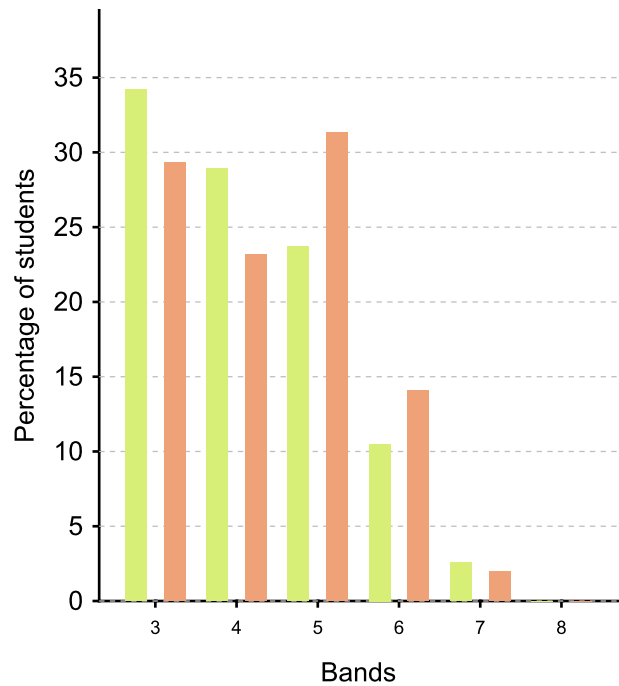
**Percentage in bands:**  
Year 5 Reading



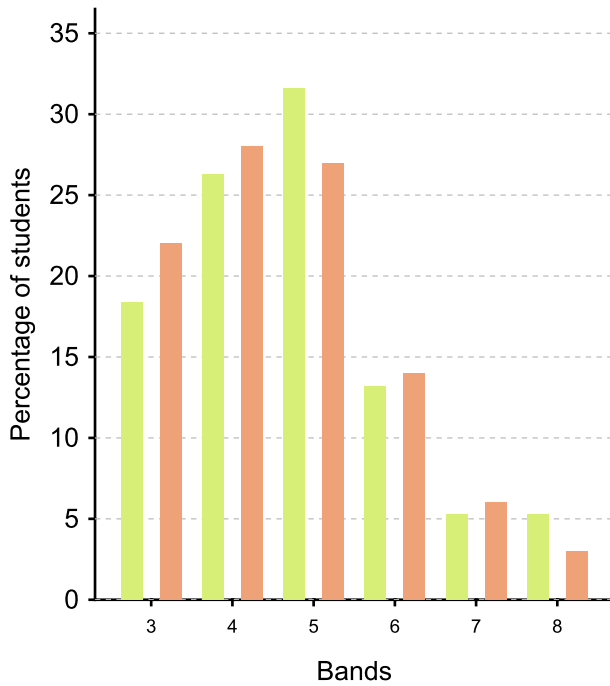
**Percentage in bands:**  
Year 3 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Writing

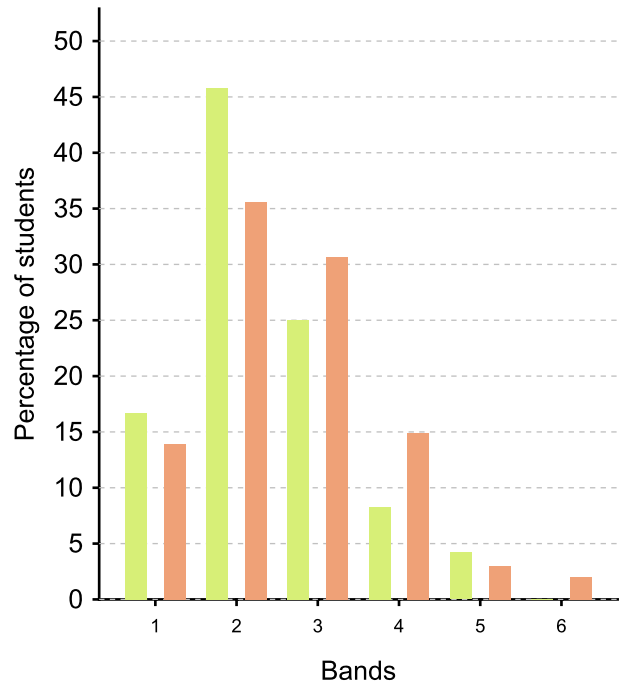


**Percentage in bands:**  
Year 5 Spelling



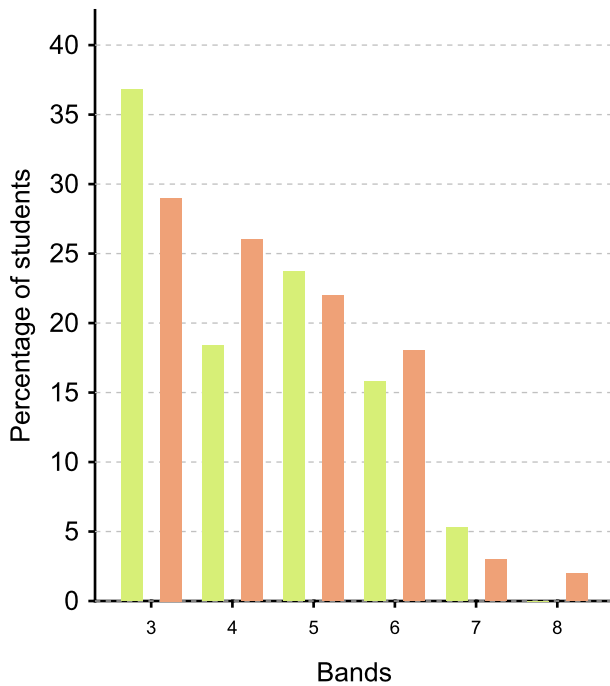
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Grammar & Punctuation

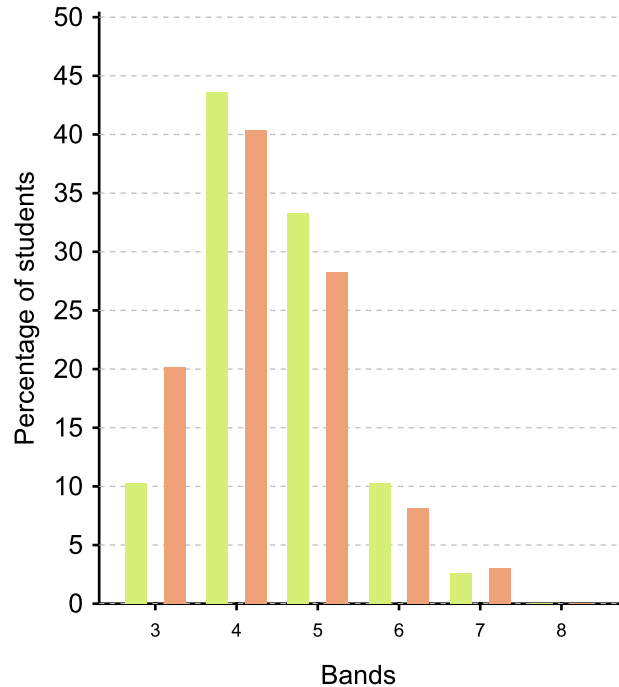


Percentage in Bands  
School Average 2016-2018

83% of students are at or above national minimum standard in Year 3 Numeracy.

92% of students are at or above national minimum standard in Year 5 Numeracy.

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

There are 90.38% of students at or above national minimum standards in NAPLAN.

There are 10.77% of students in top 2 bands in NAPLAN.

The average percentage results of Aboriginal students



in year 3 and 5 in the top 2 bands in reading and numeracy is 9.68%

## 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 and Teaching for Effective Learning (TfEL) Compass.

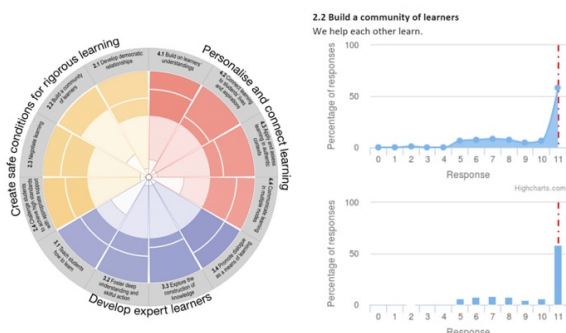
Our annual parent satisfaction survey revealed:

- 94% of parents/carers agree or strongly agree that teachers at Curran expect their child to do his/her best.
- 68% of parents/carers agree or strongly agree that their child is given useful feedback from their teacher.
- 75% of parents/carers agree or strongly agree that their child feels safe at school.
- 81% of parents/carers agree or strongly agree that they can talk to their child's teachers about their concerns.
- 81% of parents/carers agree or strongly agree that teachers at Curran motivate their child to learn.

This year, our students took part in the TfEL Compass Tool, which provides a deep level of student voice in regards to learning. Results from this tool indicate that 75% of our students exhibit a growth mindset. Questions and responses within this tool are organised into three domains:

- Create safe conditions for rigorous learning
- Develop Expert Learners
- Personalise and connect learning

Within each domain, there are a number of elements. Below is a polar map of the survey results and a graph which indicates one element. The red dotted line highlights the average response at Curran Public School.



## Policy requirements

### Aboriginal education

Curran Public School has an Aboriginal student population of approximately 20%. 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.

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. 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 2018 this included weekly cultural activities facilitated by Opportunity Hub, activities run by Aboriginal Education Team where we devised our unique acknowledgement of country.

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 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 Isiah Carr was recognised for 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 2019 in strengthening community and parent partnerships, increasing student and staff knowledge and celebration of Aboriginal Culture, providing academic, social and wellbeing support to Aboriginal students and fostering 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. Approximately 38% of students are from language backgrounds other than English.

To celebrate multicultural education in 2018, 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.