

Curl Curl North Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

Curl Curl North Public School

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North Curl Curl, 2099

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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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Learning Domain

In the element Learning Culture, CCNPS supports high expectations through partnerships with parents and students supporting clear improvement aims and planning for learning. Transitions and continuity of learning at CCNPS excel through engaging in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points. Attendance is accurately monitored and addressed with individual students.

In the element Wellbeing, CCNPS shows a strong focus on behaviour. Wellbeing is explicitly supported with students recognising who they can turn to for advice and assistance at school. There is a planned approach to wellbeing with valid and reliable student, parent and staff data that provides feedback supporting a whole school approach to wellbeing and engagement. Student individual learning needs are supported by well-developed approaches, programs and assessments which are regularly monitored and reviewed.

In the element of Curriculum, CCNPS is a school where all students effectively develop their knowledge, skills and understanding through the school's curriculum provision which is monitored and reviewed to meet the changing needs of the students. Teaching and learning programs consistently describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Differentiation of curriculum delivery was identified where adjustments to support learning or increase challenge are differentiated to meet the needs of students at different levels.

In the element of Assessment, at CCNPS formative assessment is integrated into teaching practice in every classroom confirming that students learn what is taught with reliable summative assessment used to capture information about student learning. Summative assessment data is used to identify the learning progress of individual students and student cohorts. It is through formative and summative assessment that teachers are able to create the opportunities for students to receive effective feedback on their learning.

In the element of Reporting, at CCNPS whole school reporting is evident with internal and external assessment data monitored on a regular basis. Personalised information about individual student learning progress and achievement is evident in student reports with plans for meeting future learning goals. Parent engagement is supported by clear information on what, and how well their child/ren are learning with the school seeking feedback on its reporting from parents.

In the element of Student Performance Measures, CCNPS uses internal and external measures against syllabus standards to assess student progress and achievement. Value-add is not significantly lower than the value added by the average school with at least 35% of students achieving in the top two bands for NAPLAN reading, writing and numeracy. In student growth, internal progress and achievement data is used by the school to identify growth targets for individual students.

Teaching Domain

In the element of Effective Classroom Practice, teachers at CCNPS collaborate across stages to share curriculum knowledge, data, feedback and other information about student progress and achievement leading to lesson planning that meets the needs of all students. Explicit teaching techniques identify students' learning needs with a range of explicit strategies to explain and break down knowledge with explicit feedback provided to students in a specific and timely manner that is related to defined success criteria. Students are engaged in productive learning with minimal disruption through consistent and well-planned teaching and a school-wide approach to classroom management.

In the element of Data Skills and Use, CCNPS teachers use data effectively to evaluate student understanding of lesson content with all teachers gathering and analysing data. Assessments are developed and used regularly across stages to promote consistent and comparable judgement of student learning. A coordinated effort is made by school staff to engage the school community to reflect on student progress and achievement data.

In the element of Professional Standards, CCNPS value improvement of practice with high performing teaching staff whose capacities are continually building to ensure every student experiences high-quality teaching. CCNPS monitor the accreditation of all staff with teachers using professional standards and Performance Development Plans (PDPs) to identify and monitor specific areas for development or continual improvement. All teachers have a literacy and numeracy focus which is explicitly taught to students at all levels of achievement.

In the element of Learning and Development, teachers at CCNPS engage in collaborative practice and feedback to improve teaching and learning in their classes, grades and stages. Teaching staff at CCNPS evaluate professional learning activities to identify, promote and implement the most effective strategies to improve teaching and learning. Coaching and mentoring is provided to improve teaching and develop aspiring leaders who request it or are identified as in need of support. CCNPS identifies expertise within its staff and draws on this to further develop its professional learning community. All teachers are supported to trial innovative and evidence-based, future-focused practices.

Leading Domain

In the element of Educational Leadership, CCNPS value professional learning with an emphasis on developing effective instructional leadership that facilitates whole school improvement. The leadership team fosters a culture of high expectations for every staff member with all teaching and non-teaching staff supported to improve their performance through performance management and development. Community engagement is encouraged at CCNPS with feedback on school performance from students, staff, parents and the broader school community addressed.

The school solicits and addresses feedback through student and parent surveys including Tell Them From Me to use information gathered to support future learning programs. In the element of School Planning, Implementation and Reporting, CCNPS has a leadership team that actively supports change that leads to continuous improvement and creates opportunities where feedback about the impact of change can be shared and monitored. The CCNPS School Plan 2018–2020 shows innovative thinking in design and implementation and the Annual School Report links to the school plan's strategic priorities, reporting on the alignment of resource allocation, professional learning and the monitoring of student data.

In the element of School Resources, CCNPS has a leadership team that deploys teaching and non-teaching staff to make the best use of available expertise to meet the needs of all students. The use of facilities optimises learning within the constraints of the school design and setting. Through community use of facilities, the school collaborates with the local community on the use of school assets and resources, delivering benefit to both the school and the community. Financial management and planning are integrated with school planning to address school strategic priorities with available technology to support learning is expertly integrated into lessons by teachers.

In the element of Management Practices and Processes, CCNPS evaluates administrative systems to ensure they are delivering anticipated benefits to the school community. There is a whole-school approach to improving service delivery and customer experience with the leadership team measuring community satisfaction in response to the findings with its community.

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.

Improvement Measures

Increase the percentage of students in the top two NAPLAN bands for writing and numeracy.

Increase the percentage of students achieving expected growth.

Increase the proportion of students actively reflecting on their own learning through learning intentions and success criteria.

Improvement in the effectiveness of our wellbeing systems.

Overall summary of progress

Following the success of the **instructional leadership program** in 2018, we expanded the program to have an instructional leader working with each grade one day per week. The instructional leaders worked with each grade to provide modelling and mentoring linked to strategic directions one and two. Instructional leaders provided demonstration lessons, programming support and mentoring in order to improve student learning outcomes in literacy, specifically spelling, grammar, reading and writing.

By examining existing programs and practices in consultation with teachers in each grade, they developed targeted interventions to improve pedagogy and student learning outcomes. For example, visible learning strategies were modelled within the context of explicit teaching of spelling, writing and grammar to support teachers to provide clear expectations and feedback to students. New teaching approaches such as VCOP (vocabulary, conjunctions, openers, punctuation) in Year 2, the ARMS (add, remove, move, substitute) revision strategy in Year 3 and the Writer's Toolkit in Year 4 were implemented to improve student learning outcomes in writing and grammar.

At the end of semester 1, the kindergarten teachers were asked to identify students from their classes who were reading below a reading recovery level of 3. Letters were sent to parents notifying them of their child's inclusion in the program and asking if they would also like to be involved by becoming a **Kick Start** tutor. Training was given to all Kick Start tutors and Kick Start booklets were made. The program ran from 9.10am, three mornings a week. Students worked one-on-one with a Kick Start tutor. Working one-on-one three mornings a week with a tutor on literacy skills improved the confidence and capabilities of our Kick Start students. Withdrawing these students also gave the teacher more time in the classroom to focus on the learning needs of the remaining students. After the success of our MiniLit program in 2018, we wanted to implement a literacy program to support students in the older grades. **MacqLit** follows on from MiniLit and is an explicit and systematic reading intervention program for small groups of older low-progress readers. We looked at implementing the program for students in years 4–6 initially. The program provided the tutors with a comprehensive sequence of lessons that included all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. We ran it as a small group program delivered by our learning support teachers and well-trained and well-supported SLSOs. Each lesson was designed to be completed in one hour and was delivered four times a week. Working in a small group setting four mornings a week with a tutor on literacy skills improved the confidence and capabilities of our MacqLit students. The program developed the confidence of our students, increased reading fluency, and strengthened spelling skills. Withdrawing these students also gave the teacher more time in the classroom to focus on the learning needs of the remaining students as the lower performing students were no longer requiring their attention.

With a continued focus to revitalise and reimplement our **PBL** framework at Curl Curl North Public School in 2019, staff were surveyed and results indicated the following areas to be of high importance to staff: consequences for problem behaviours being defined clearly and distinctions between executive vs. classroom managed problem behaviours are clear. This resulted in a comprehensive review of our Managing Inappropriate Behaviour Flowchart.

At the commencement of 2019, the **Visible Learning** Team (nominated teachers and executives from across the school) worked toward identifying dispositions suitable for Curl Curl North's context. Rigorous discussions based around professional reading on dispositions took place during professional learning sessions with all staff. Data was collected, students and parents were surveyed, leading to; Accountability, Motivation, Creativity, Resilience and Collaboration

being identified as the learning dispositions for Curl Curl North. To ensure a consistent message, Peer Support groups became the launching place for the dispositions to be rolled out across the school. The visible learning team created a set of explicit lessons for each disposition. The peer leaders, with support from supervising teachers, delivered lessons to ensure consistent understanding and metalanguage. Through assemblies, newsletter, awards, and visual communication the dispositions continue to be shared to ensure efficacy across the school and community. By adopting a coordinated and consistent approach, students at Curl Curl North are aware of their role as learners.

Progress towards achieving improvement measures

Process 1: Draw on research to develop and implement school-wide, high quality English teaching and learning programs to maximise student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Following the implementation of this instructional leadership initiative, new pedagogical strategies were evident in teaching programs and in lesson observations. Teachers reported greater confidence in using these strategies and pre and post-assessments of writing showed improvement in grammar, vocabulary and text structure.</p> <p>In 2019, all student participants more than doubled their reading level whilst being a part of the Kick Start program. Sound/digraph knowledge and their sight word recognition also improved significantly. Once students graduated from the Kick Start program at reading recovery level 8, they were presented with a certificate and their success was celebrated at a kindergarten assembly.</p> <p>Feedback was given to teachers about student progress throughout the term. Data was collected and it showed that for the year 5 students alone all of them improved their reading fluency levels by a minimum of twelve months in the four short months they were involved in the program.</p>	<p>QTSS funding to release instructional leaders on each grade, one day per week.</p> <p>An SLSO was used to assist in the implementation of the program as well as some time assistance from two of our learning and support teachers. Levelled readers were purchased for the program for daily reading activities.</p> <p>Two staff members from our Learning and Support Team attended the two-day MacqLit training course. These staff members then upskilled three SLSOs in the program implementation. The cost of the course included the purchase of the MacqLit kit. Reading resources were also purchased to be used to supplement the MacqLit program.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional Learning (\$3826.00) • Quality Teaching, Successful Students (QTSS) (\$155912.00)

Process 2: Implement visible learning practices in all classrooms across key learning areas with a focus on mathematics.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019, the use of learning intentions and success criteria (LISC) has increased across the school. Mathematics programs contain explicit references to LISC and the use of this meta-language has increased across the school. Classroom observations have provided evidence of teachers creating visual displays of their LISC for students to reference during lessons. Teachers have also begun to use LISC in other KLAs.</p> <p>Student, staff and community surveys throughout 2019 have resulted in five key learning dispositions being agreed upon: accountability, collaboration, creativity, motivation and resilience. Each of these dispositions was introduced through student-led, peer group sessions in term 4. These sessions involved explicit lessons on each disposition developed by the Visible Learning team. This approach resulted in all students from K–6 having a consistent understanding of the five key dispositions at Curl Curl North and how they can use these dispositions in their learning. The school community was also informed of the five learning dispositions through our school newsletter and P&C meetings.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • School Funded (\$4503.00)

Process 3: Revitalise and re-implement our PBL framework to ensure a whole school, consistent approach to

Progress towards achieving improvement measures

Process 3: student wellbeing.

Evaluation	Funds Expended (Resources)
<p>The managing inappropriate behaviour flowchart was updated, implemented and revised several times over. It was re-introduced and referred to in Professional Learning sessions and Staff Meetings in an attempt to maintain consistency across K-6. It was displayed in all classrooms and outlined to students, staff and parents alike. Moreover, Yellow and Red Cards were introduced as a record of student behaviour and to make a clear distinction between executive and teacher managed situations. Team leaders organised a time to meet with students to discuss problem behaviour and consequences. In addition, PBL meeting minutes started to be recorded on Sentral to make meetings transparent and available to all staff members. While the PBL Handbook was also updated and given to all staff members as a quick and easy reference guide to all matters from how to enter a behaviour 'think slip' on Sentral to an explanation of the flowchart.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• School Funded (\$1891.00)

Next Steps

In 2020, strategic planning for the school strategic direction 'Successful, Informed and Creative Learners' will focus on;

- Establishing an evidence-based, school-wide approach to data analysis to more strategically target areas of need. The same approach will be used by the instructional leaders, the learning and support team and the curriculum teams in the planning, implementation and evaluation of initiatives.
- Updating the attitudes to learning on student reports to reflect the new learning dispositions.
- Beginning the feedback module of the visible learning approach with all staff.
- Examining and review the application of PBL expectations across the spaces in the new school.
- Strengthening the role of our school captains, vice-captains, and prefects in relation to student well-being, with a focus on enhancing student voice.



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.

Improvement Measures

An increased percentage of teachers positively engaged in effective co-planning, teaching and assessing.

Increased teacher confidence in facilitating student-centred learning in 21st century skills.

Clear, consistent scope and sequences in English are in place and reflected in quality teaching programs and student work samples.

Overall summary of progress

An additional goal of the **instructional leadership initiative** in 2019 was to develop teacher capacity in co-planning and co-teaching through demonstration lessons and mentoring. The instructional leader working with each grade one day per week also focused on developing student-centred learning in 21st-century skills and supporting students to adjust to the new collaborative teaching practices.

Following whole-school professional learning on co-teaching models, teachers self-reported their capacity to co-plan and co-teach. Instructional leaders examined this data and subsequently timetabled sessions to co-plan and co-teach with teachers, providing opportunities for them to be supported in using each of the co-teaching models. These sessions also allowed students to experience learning using co-teaching models.

Instructional leaders also modelled the integration of technology across KLAS including SMART Learning Suite, Google Classroom, Seesaw, Green Screen, and developed teacher capacity in the digital technologies strand of the science and technology syllabus by supporting teachers to implement lessons using coding of devices such as Beebots, Ozobots, Edisons and MicroBits.

As per our 2018–2020 school plan, staff engaged deeply with the **English K–6 syllabus** to develop a comprehensive scope and sequence from Kindergarten to Year 6. The leadership team met to devise a compliant English scope and sequence template for all grades to use. Staff met as a grade during Wednesday afternoon Professional Learning time in term 1 and during their collaborative planning day to develop their English scope and sequence. Staff felt that an English scope and sequence was an extremely helpful tool to use to plan learning experiences tailored to students' ages and developmental levels. It assisted staff to look ahead to see where development was going, and intentionally scaffold their learning.

Progress towards achieving improvement measures

Process 1: Engage deeply with the English K–6 syllabus to develop a comprehensive scope and sequence.

Evaluation	Funds Expended (Resources)
Because the English scope and sequences were designed to be flexible and fluid documents, staff adjusted the scope sequences as the term progressed. They found them valuable in providing a brief overview of the key concepts and ideas addressed in a learning and teaching program for an individual stage or year. It gave staff a clear outline of what they were doing over the whole year. It was deemed a very valuable document for any new staff member coming onto a grade.	Time set aside during leadership meetings, grade PL and collaborative planning days.

Process 2: Improve quality teaching through co-planning, co-teaching and instructional leadership.

Evaluation	Funds Expended (Resources)
Following the implementation of this instructional leadership initiative,	QTSS funding to release instructional

Progress towards achieving improvement measures

teachers reported greater confidence in co-planning and co-teaching. By the beginning of 2020, all teachers were co-planning and co-teaching in their new classes.

leaders on each grade, one day per week.

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$155912.00)

Process 3: Enhance teacher capacity to develop students' 21st century learning skills through professional learning, classroom observations, collaboration and feedback.

Evaluation

Enhanced teacher capacity in developing students 21st-century learning skills included all classroom teachers being provided with a laptop for collaboration, access and training in the new SMART Learning Suite Online platform required in 2020. All teachers completed the Collaborative Teacher Practice models through the *DoE School Learning Environments and Change (SLEC)*. This involved reviewing the current perspectives, definitions and models of collaborative teacher practices and considering the benefit and challenges of these practices. This learning challenged teachers to reflect on and strengthen their own capacity to work effectively with others and contribute to a team in preparation for the co-teaching structure required in the new innovative learning environments ready for 2020.

Teaching programs showed evidence of STEM lessons using Beebots, Edisons and MicroBits and by the beginning of 2020, all teachers were engaging with at least one online learning platform such as Google Classroom or Seesaw.

Funds Expended (Resources)

Computer hardware and software such as teacher laptops, repair and replacement of iPads and laptops, licences and STEM activities.

Funding Sources:

- School Funded (\$42194.66)

Next Steps

In 2020, strategic planning for the school strategic direction 'Teaching and Learning in the 21st Century' will focus on;

- developing a deeper understanding of the co-teaching cycle and evidence-based model of co-teaching for every teacher evident in co-planning, co-teaching, co-assessing and co-reflecting.
- co-teaching
- reflecting on the new learning spaces with teachers sharing practical strategies that support student learning
- professional learning to support co-teaching and co-assessing that can be trialled such as the Teacher – Innovative Learning Environment module through SLEC.
- the school leadership team finalising professional learning in Leading Innovative Learning Environment module through SLEC in order to support their team to complete the teacher modules



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.

Improvement Measures

Increased engagement with the NBLA and school transition initiatives.

Increased digital communication between teachers and parents/caregivers.

Increased percentage of parents/caregivers visiting our website and attending workshops to access current information.

Overall summary of progress

In the School Administration and Support Staff (SASS) professional learning day in 2019, the School Administration Manager led the team to unpack the Excellence in School Administration (ESA) Framework – Relationships. The team identified how they could support & understand the school plan, emphasising 'strengthen and maintain high levels of communication and involvement with our community' with office and administration strategies to support the implementation of the plan. As a result, all administration staff identified the need for professional and effective face-to-face and telephone communication with parents necessary to meet the needs of all customers including those from diverse language, cultural, religious, and socio-economic backgrounds. With a focus on building relationships, the administration team further explored topics including students as customers, connecting with customers and customer feedback. This resulted in enhanced strategies for building positive relationships with our students and applying these to develop relationships that are authentic.

Following the upgrade of Sentral in 2018, the school started using the Sentral Parent Portal to enhance communication with parents. Via this portal, parents are able to access up to date information including the school calendar, recent notes and notifications to parents. Furthermore, parents have the capability of reporting student absences and accessing their child's attendance record. The school also increased its use of the Skoolbytes applications which streamlined the ability to push email notifications to a specific student and parent groups.

Progress towards achieving improvement measures

Process 1: Enhance communication with parents to strengthen partnerships and encourage parents to take an active roll in their child's education.

Evaluation	Funds Expended (Resources)
<p>The school leadership team trialled the use of Microsoft 'Teams' during the External Validation process as a digital platform to enhance collaboration and communication of leaders.</p> <p>Staff and parents identified interest in a digital platform that support and enhance communication between home and school. As a result, this year, the administration team upskilled in use of the enhanced features within the Skoolbytes application. This enabled a more streamlined approach when communicating to various groups within the school e.g. pushing notifications to year 3 parents only. The Sentral Parent Portal was also introduced and encouraged allowing parents to utilise features such as complete absentee notes and access their child's attendance record.</p>	

Process 2: Strengthen partnerships with the NBLA and the wider community to further enhance areas such as transition, curriculum and leadership.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Teachers attended their chosen NBLA Network and Focus Groups this year with the school ensuring that planned professional learning sessions were not scheduled at the same time. Curl Curl North PS contributed to this network by running a session on the use of Seesaw as a teaching and learning tool.

Funding Sources:

- School Funded (\$9218.00)

Next Steps

In 2020, strategic planning for the school strategic direction 'High Expectations and Community Engagement' will focus on;

- All classes using Seesaw as a student learning platform where student assessment and feedback capabilities are evident.
- Increase in digital communication enabling multimodal forms of communication and collaboration with parents and the school community e.g. the use of Sway as a digital school newsletter or Twitter to build relationships with experts, reach a large number of people quickly, follow the work of other experts in the field of education and keep up-to-date with the latest news and developments, and share it with others instantly.
- Setting up a school digital platform enabling staff communication, collaboration and sharing of resources to enhance student learning such as Microsoft Teams.



NBLA - Introduction to Seesaw

Tuesday 28 August 3.45pm

Curl Curl North Public School

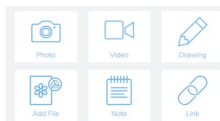


1. Welcome

2. Acknowledgement of Country

3. What is Seesaw and what does it look like in our classrooms? www.seesaw.me

- What types of content can students post?
- What are the sharing options?



4. Let's have a go!

- Learn to post different content
- Learn to add labels, annotations and voiceovers
- Learn to share content
- Learn to edit or delete content

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$2 000.00) • School Funded (\$731.70) 	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	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$33 868.00) 	The EAL/D teacher worked with identified students in both the classroom team-teaching and as part of an individualised intensive program.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$147 138.00) 	<p>Funds were used to engage a Learning and Support Teacher (LaST) and a Student Learning Support Officer (SLSO) to assist students with additional learning and support needs.</p> <p>The LaST through the school's learning and support team;</p> <ul style="list-style-type: none"> • provided direct and timely specialist assistance to students in classes with additional learning and support needs and their teachers • work collaboratively with classroom teachers to support assessment for learning, and • plan, implemented, modelled, monitored and evaluated teaching programs for students with additional learning and support needs.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$155 912.00) 	Following the success of the instructional leadership program in 2018, we expanded the program to have an instructional leader working with each grade one day per week. The instructional leaders worked with each grade to provide modelling and mentoring linked to strategic directions one and two.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$18 911.00) 	Funds were used to engage a Student Learning and Support Officer (SLSO) to work alongside teachers to provide targeted support for students in need ensuring that all students had access to the curriculum with supports in place to access their learning program.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$18 399.00) 	<p>Beginning Teacher Support was provided to support beginning teachers' induction and professional development. Funds were used to support ;</p> <ul style="list-style-type: none"> • a reduced responsibility or teaching load • the provision of feedback and support that is embedded in the collaborative practices of the school • 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 caregivers.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$21 565.00) 	Students were identified as meeting the 'New Arrival' funding were targeted and provide intensive support to assist in their ability to access the curriculum.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	481	481	465	437
Girls	431	427	413	396

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96	96.1	95.2	95.5
1	94.8	96	95.4	93.6
2	96.2	96.1	95.3	94
3	95.4	96.1	95.2	94.3
4	95.7	96.4	94.7	94.4
5	95.7	95.3	94.8	93.5
6	94.1	95.4	92.9	93.8
All Years	95.5	95.9	94.8	94.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	31.19
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	4.87

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	917,963
Revenue	6,920,222
Appropriation	6,269,617
Sale of Goods and Services	109
Grants and contributions	642,532
Investment income	7,664
Other revenue	300
Expenses	-6,997,614
Employee related	-6,189,600
Operating expenses	-808,014
Surplus / deficit for the year	-77,392

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	29,111
Equity Total	201,916
Equity - Aboriginal	2,000
Equity - Socio-economic	18,911
Equity - Language	33,868
Equity - Disability	147,138
Base Total	5,373,623
Base - Per Capita	206,012
Base - Location	0
Base - Other	5,167,611
Other Total	491,792
Grand Total	6,096,442

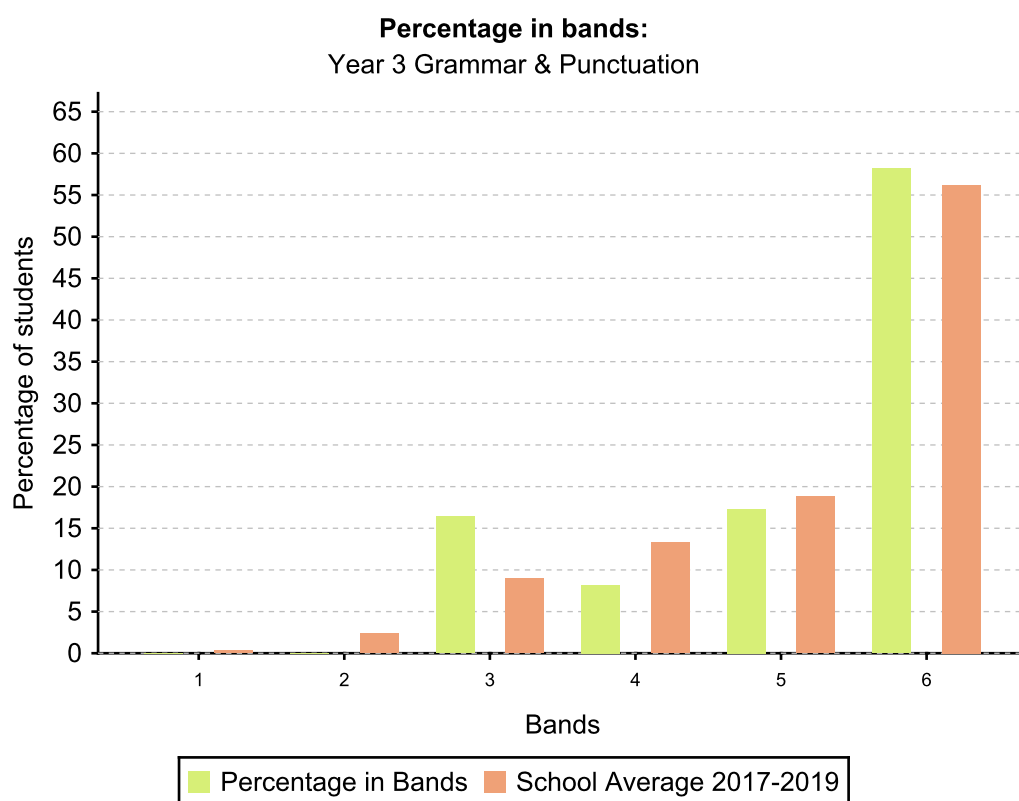
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

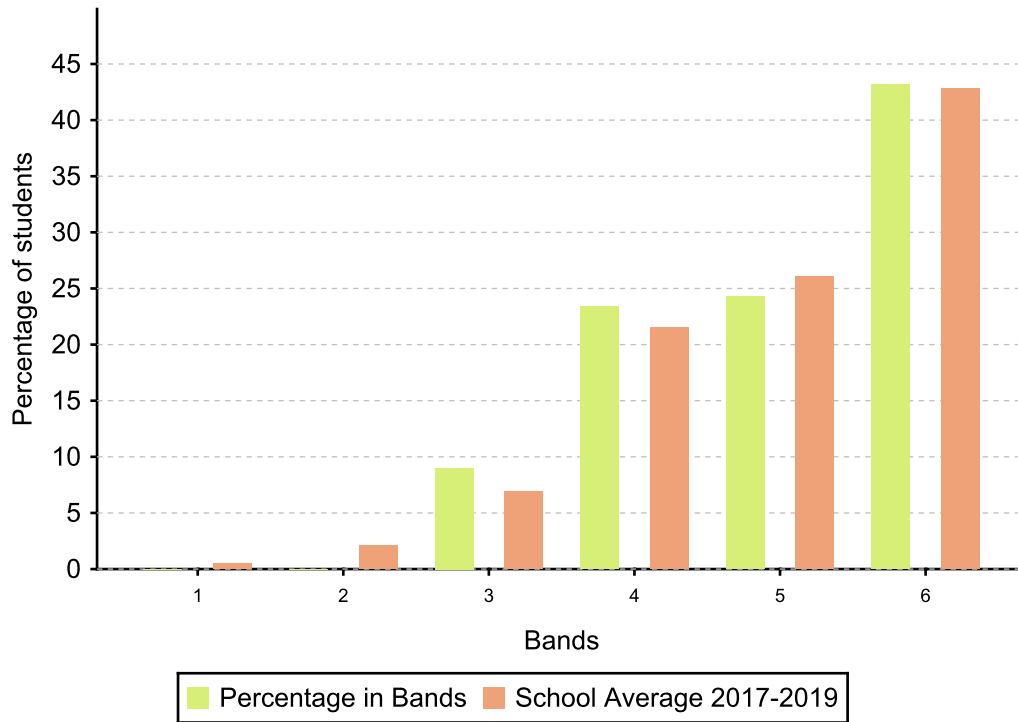
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



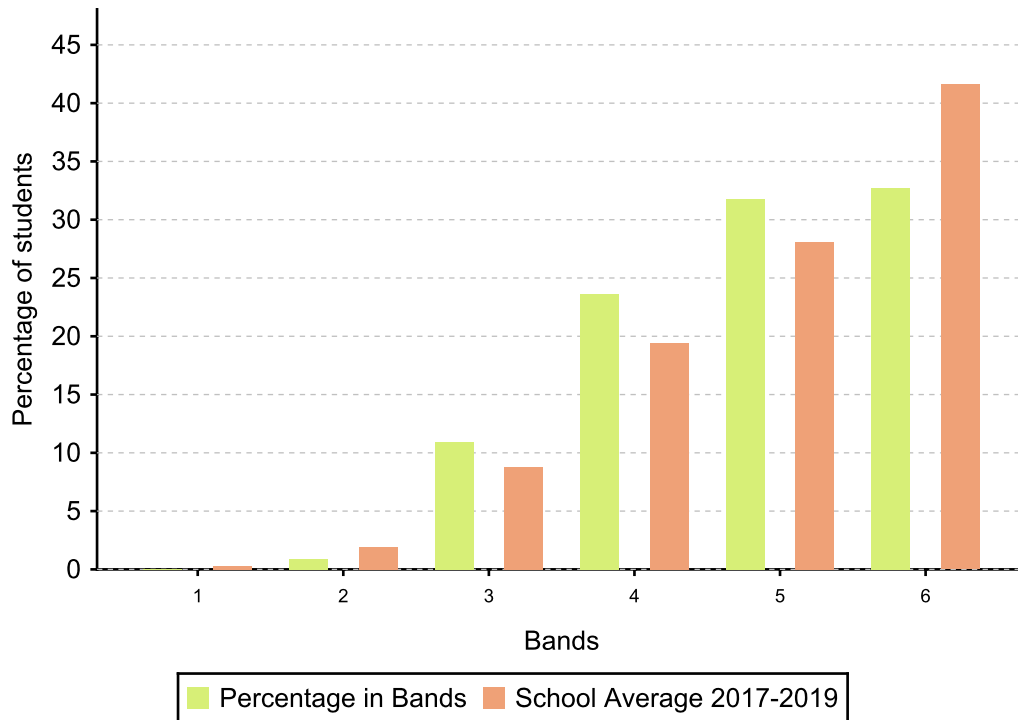
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	16.4	8.2	17.3	58.2
School avg 2017-2019	0.3	2.4	9	13.3	18.8	56.2

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	9.0	23.4	24.3	43.2
School avg 2017-2019	0.5	2.1	6.9	21.5	26.1	42.8

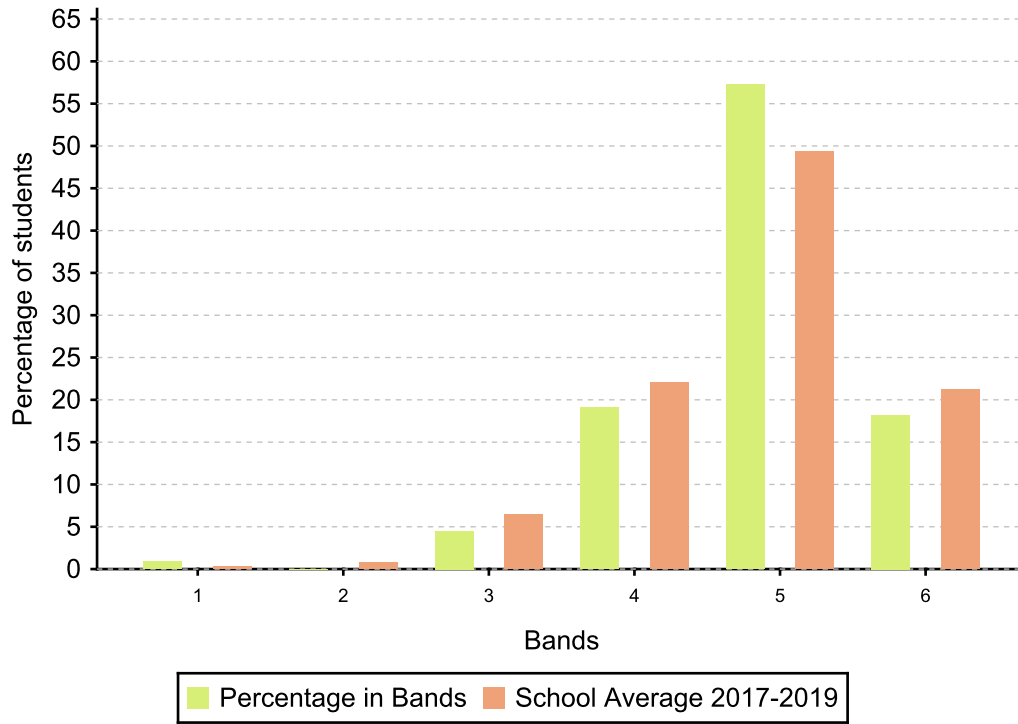
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	0.9	10.9	23.6	31.8	32.7
School avg 2017-2019	0.3	1.9	8.8	19.4	28.1	41.6

Percentage in bands:

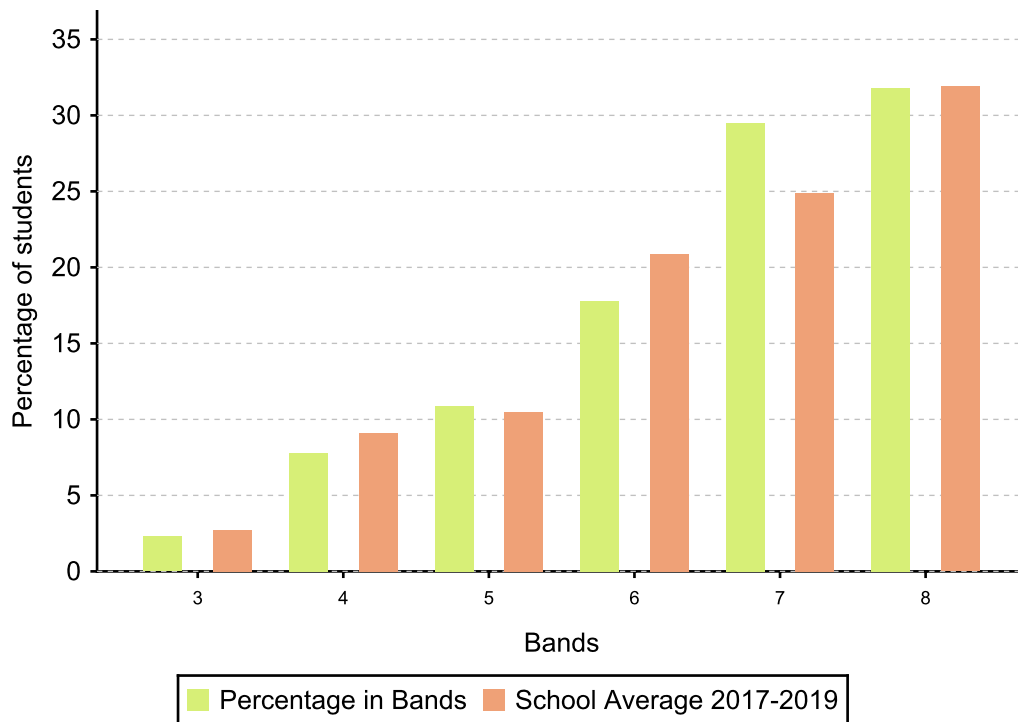
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.9	0.0	4.5	19.1	57.3	18.2
School avg 2017-2019	0.3	0.8	6.4	22	49.3	21.2

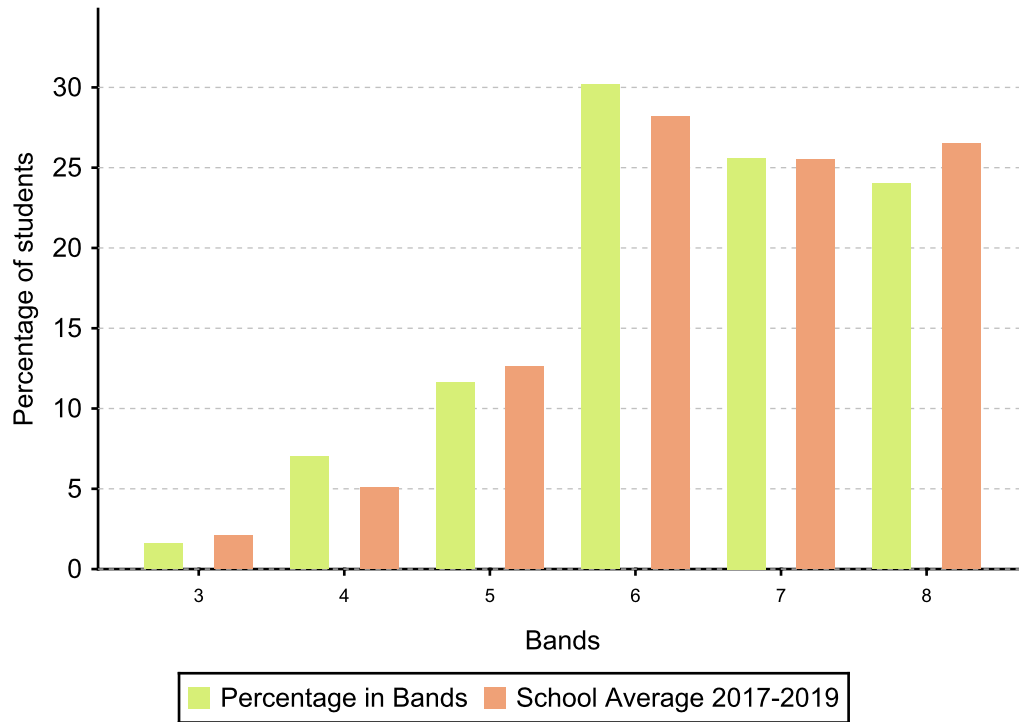
Percentage in bands:

Year 5 Grammar & Punctuation



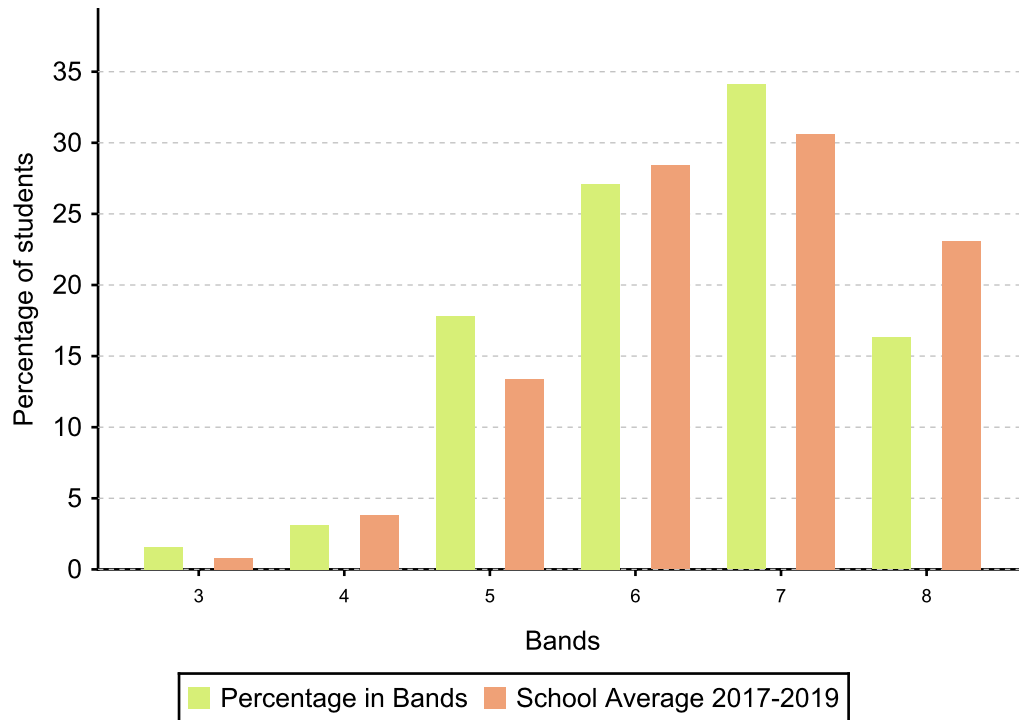
Band	3	4	5	6	7	8
Percentage of students	2.3	7.8	10.9	17.8	29.5	31.8
School avg 2017-2019	2.7	9.1	10.5	20.9	24.9	31.9

Percentage in bands:
Year 5 Reading



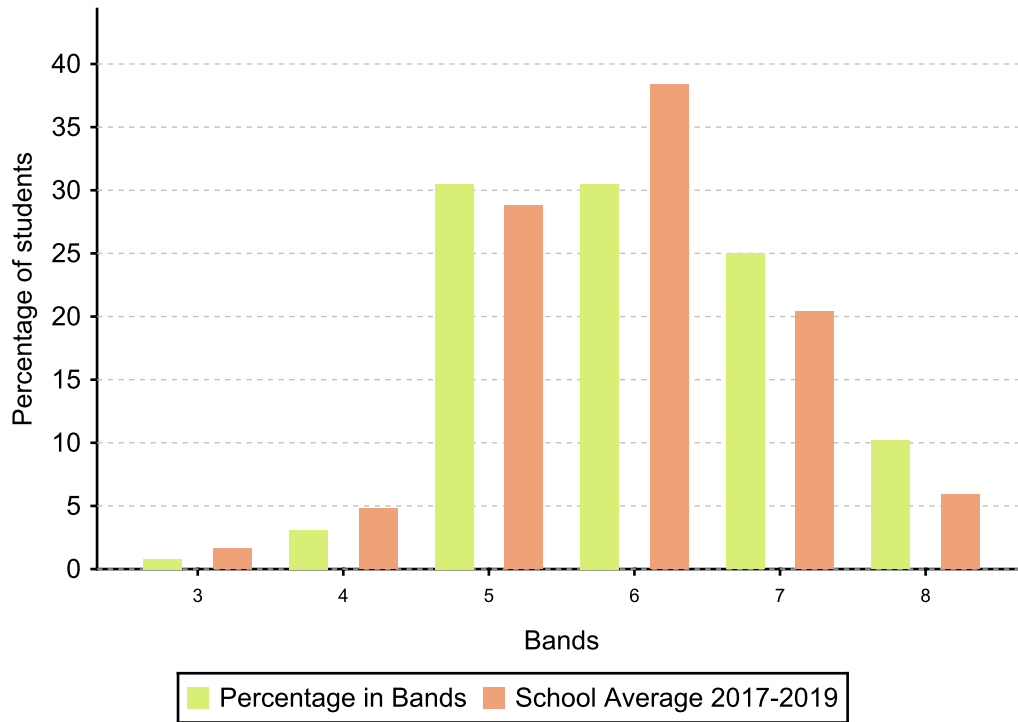
Band	3	4	5	6	7	8
Percentage of students	1.6	7.0	11.6	30.2	25.6	24.0
School avg 2017-2019	2.1	5.1	12.6	28.2	25.5	26.5

Percentage in bands:
Year 5 Spelling



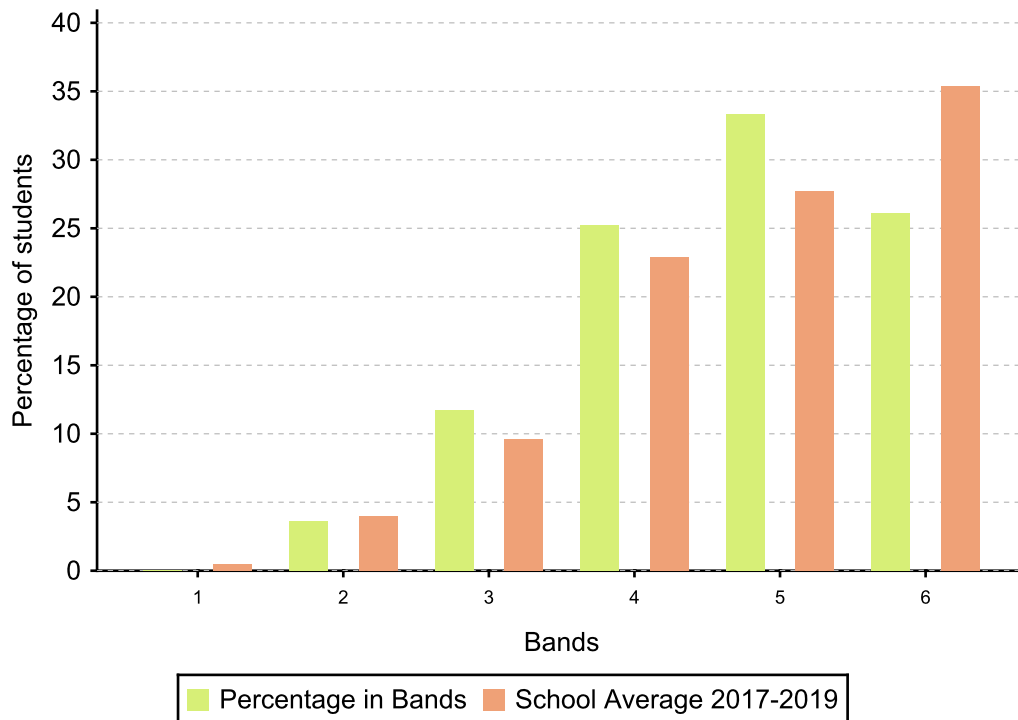
Band	3	4	5	6	7	8
Percentage of students	1.6	3.1	17.8	27.1	34.1	16.3
School avg 2017-2019	0.8	3.8	13.4	28.4	30.6	23.1

Percentage in bands:
Year 5 Writing



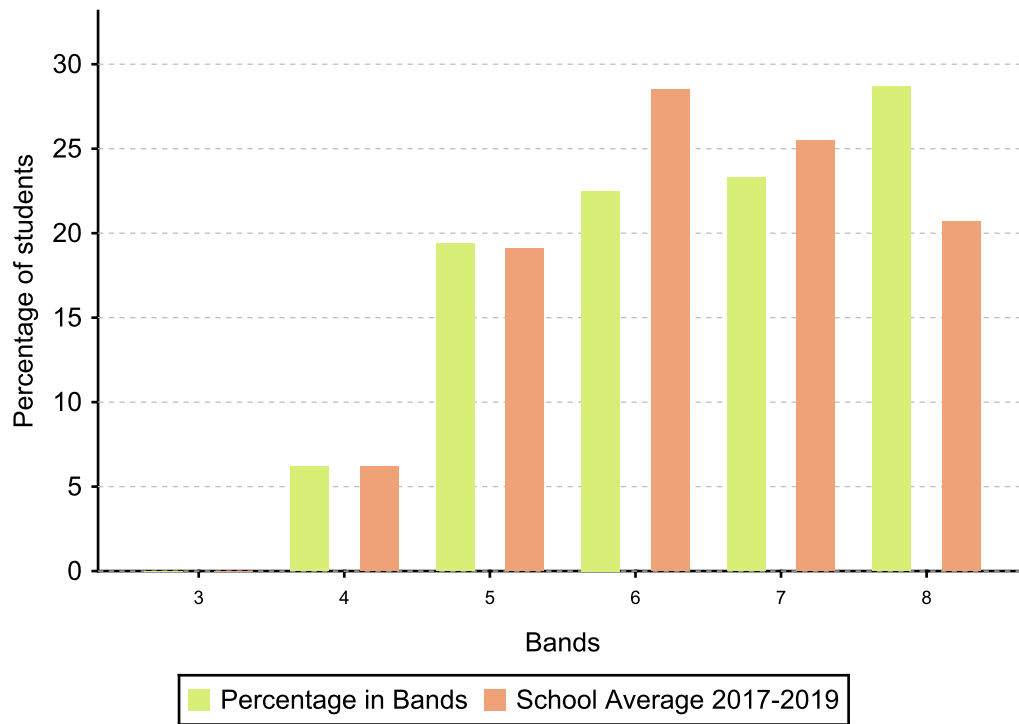
Band	3	4	5	6	7	8
Percentage of students	0.8	3.1	30.5	30.5	25.0	10.2
School avg 2017-2019	1.6	4.8	28.8	38.4	20.4	5.9

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	3.6	11.7	25.2	33.3	26.1
School avg 2017-2019	0.5	4	9.6	22.9	27.7	35.4

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	6.2	19.4	22.5	23.3	28.7
School avg 2017-2019	0	6.2	19.1	28.5	25.5	20.7

Parent/caregiver, student, teacher 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.

Parent Satisfaction

In 2019, 92 parents responded to the Tell Them From Me – Parent Survey.

The results indicated;

- 78% of parents feel welcome. A result that is higher than the NSW Government Norm.
- 67% of parents feel welcome. A result that is higher than the NSW Government Norm.
- 58% of parents support learning at home. With a result lower than the NSW Government Norm. and a decrease from the school result in 2018, this is a focus area within the school strategic direction 3.
- 78% of parents agree that the school supports learning. A result that is higher than the NSW Government Norm. and pleasingly the school result of 75% in 2018.
- 79% of parents agree that the school supports positive behaviour. Whilst this result is higher than the NSW Government Norm. it is lower than the school result of 81% in 2018.
- 73% of parents indicated that the school supports their child's behaviour with issues being dealt with in a timely manner, their child feeling safe at school, their child feeling safe going to and from school and that the school helps prevent bullying. With a result lower than the NSW Government Norm. of 74% and lower than the school result of 75% in 2018, this will continue to be a focus within strategic direction 1.
- 67% of parents indicated that Curl Curl North Public School is an inclusive school. A result that is equal to the NSW Government Norm.

Teacher Satisfaction

The Tell Them From Me – The Learning Bar survey has been used to report on feedback received by 22 respondents within the four dimensions of Classroom and School Practices.

The survey indicated the following areas of strength;

- teachers establish clear expectations for classroom behaviour,
- teachers set high expectations for student learning, and
- teachers use assessments to help them understand where students are having difficulty.

The survey indicated possible areas for future focus with;

- teachers working with students to identify a challenging learning goal relevant to the use of interactive technology
- school leaders providing teachers with useful feedback about their teaching
- teachers asking parents to review and comment on students work, and
- students using computers or other interactive technology to track progress towards their goals.

Student Satisfaction

The Tell Them From Me – The Learning Bar survey reported results based on data from 328 students in Year 4, Year 5 and Year 6. In 2019, the incoming 2020 ten student leaders made up of Captains, Vice Captains and Prefects analysed the data.

The following areas of strength were identified;

- 90% of students participate in sports with an instructor at school, other than in a physical education class. This is pleasingly higher than the NSW Government Norm of 83%.
- 91% of students have friends at school they can trust and who encourage them to make positive choices. This is pleasingly higher than the NSW Government Norm of 85%.
- 96% of students have positive behaviour at school. This is pleasingly higher than the NSW Government Norm. of 83%.
- 94% of students try hard to succeed in their learning. This is pleasingly higher than the NSW Government Norm. of 88%

The student leaders analysed the data to identify a leadership focus in 2020. The data showed that 22% of students were subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet which is although pleasingly lower than the NSW Government Norm of 36% remains a concern for the students at our school. Further discussion with the student leaders around an increasing the percentage of students (78%) who have someone at school who consistency provides encouragement and can be turned to for advice was identified.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

The NSW Department of Education rejects racism in all its forms and is committed to the elimination of racial discrimination. As part of the Department's commitment to anti-racism an Anti-Racism Contact Officer (ARCO) is appointed each year. This year a new ARCO was appointed and completed the Anti Racism Contact Officer blended online course. 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. One incident was referred to the ARCO and she implemented lessons in the classroom on What is racism and the effects of racism on children.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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. The whole school celebrates Harmony Day by wearing orange and completing in class activities designed to educate how to provide harmony for our society. The school also celebrated NAIDOC week, learning about Aboriginal Peoples culture.

Other School Programs (optional)

Student Leadership

In 2019, as a way of involving parents in supporting student leadership, the school reviewed practices in place that provide authentic student leadership opportunities in Stage 3.

Curl Curl North Public School's student leadership program takes place in Term 4 of Year 5 and focuses on the philosophy that all students moving into Year 6 the following year are student leaders. In Year 6, there are a number of opportunities for students to be leaders and role model for others such as; day to day in the classroom and playground, with peers, as canteen helper, as a Year 6 buddy and as a peer support leader. Some students aspire to more formal leadership roles such as school captain, school vice-captain, prefect, house captain or house vice-captain. These roles

are formal leadership positions that involve an application process and are elected by students.

On Wednesday 27 November 2019 all of Year 5 were involved in our annual Year 5 Student Leadership Day at school. In 2019 we engaged the provider UPP, Unleashing Personal Potential, for the first time to support our already successful student leadership program further. UPP provided an exceptional and engaging day that empowered students to realise their potential as student leaders and the notion that going beyond simply wearing a badge. Students walked away from the day with the realisation that they are leaders every single day and an important piece of the puzzle in creating a positive and kind school culture.

SRC

To provide students with greater participation and representation in decision making, the SRC was regenerated. It also provided an opportunity for Year 5 and 6 students to have authentic leadership experience. The SRC was formed included any interested Yr 3–6 student, led by Yr 5 and 6 students in given roles. A survey of all students was conducted by the SRC to ensure that they provided for the needs of students. A major concern was the playground. The SRC formed subcommittees to liaise with Principal and staff – to share students' ideas to make our school even better.

Through discussions, the SRC created lunchtime activities to be offered in the playground. Some examples being: dance, Yr 6 students played music and led dancing in an area that was accessible to all grades; games– the SRC ran a campaign to get unwanted boardgames donated–with great success; once a week games were offered to all students in the hall during lunchtime. Other concerns were the bins. With the Principal, a subcommittee decided on appropriate bins to be purchased for use in 2020.

