

# Curran Public School

## 2019 Annual Report



4460

## Introduction

The Annual Report for 2019 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.

### School contact details

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### Message from the principal

The Annual Report for **2019** 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.

Ms Heather Ale/Ms Justine Cordingley

Principal/Rel. Principal

## 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

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 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.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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	Sustaining and Growing
LEADING: Management practices and processes	Delivering

### Learning Domain

Through the process of evidence collection, annotation and analysis, we have placed our overall performance against the Learning Domain as ***Sustaining and Growing***.

There is a culture of high expectations where we continuously work with families and the wider community to ensure opportunities are provided to enable student progress and achievement. Strategic Direction One, places significant emphasis on developing teacher quality through strong curriculum design and inquiry processes. Through Strategic Direction Two, a focus on executive functioning and growth mindset for teachers and students have enabled an establishment of a positive wellbeing culture that is proactive and responsive to individual needs. Transitions for students and families are tiered where individualised transitions are developed based on needs and appropriate stakeholders are included to ensure success for the student. Purposeful opportunities are provided at all levels for engagement in various learning pathways for different members of our learning community. Families can access a Certificate in Cafe Skills delivered by TAFE NSW as well as complete a 10 week Statement of Attainment in a Community Learning Pathways course provided by TAFE NSW and Mount Annan Botanical Gardens at no cost. Self-reliance initiatives support service back to the school community where class participants volunteer their time to service the cafe and the vegetable garden after the completion of their training. Students have opportunities to engage in learning experiences at the tertiary level through our partnership with Western Sydney University as well as through our business partnerships formed through

our SVA networks.

Leadership capacity is built across the school through the Amplified Leadership initiative. This initiative was developed as a response to Strategic Direction Three Leadership for Success focusing on systems leadership across the school community for Executive, SAS and Teacher Teams.

## Teaching

Through the process of evidence collection, annotation and analysis, we have placed our overall performance against the Teaching Domain as ***Sustaining and Growing***.

Teachers at Curran Public School use high impact strategies as an integral part of the Spiral of Inquiry Process. Through the use and development of high impact plans, teachers are focused on how to magnify evidence-based practices in their teaching and learning environments. This is supported by a leadership framework that includes a K–2 Instructional Leader through EaFS and Assistant Principal Instructional Leaders Stage 1, Stage 2 and Stage 3 as well as Assistant Principal Learning and Support.

Data literacy has been a focus where we continue to strengthen our capacity to understand and use different areas of SCOUT reports as well as internal data to determine a succinct snapshot of learning for a student at different points in time. Teaching and learning processes and programs are personalised and student work samples are utilised to drive the next directions in student learning. Curran Conversations place the student at the centre sharing and driving their learning through the lens of teacher quality. Teachers articulate the evidence-based practices in their day to day teaching and explain evidence of activity, process and impact. We have seen an increase in student growth with different areas of Numeracy and Literacy both demonstrating an upward trend.

## Leading

Through the process of evidence collection, annotation and analysis, we have placed our overall performance against the Leading Domain as ***Sustaining and Growing***.

A model of Educational Leadership encompassing instructional, distributive and transformational has been established at Curran Public School through the Amplified Leadership initiative. Enhanced professional learning in different areas of leadership including business chemistry, emotional intelligence, school planning processes, evidence base research on leadership and establishing school culture have heavily influenced current shift of leadership practice. Amplified Leadership has extended to our administration team, where opportunities for our SAM to build leadership capacity and lead and manage her team has significantly supported the introduction of systems and processes that contribute to the effective running of the school. Our school plan aligns to student and system priorities and is responsive to emerging needs.



## 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.

#### Improvement Measures

Increased % of students performing in top 3 bands of NAPLAN in Numeracy, Writing and Reading.

Increased number of students showing equivalent or better than 1 year academic growth in 1 calendar year in Literacy and Numeracy.

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.

Increased % of parents engaging in educational conversations around formative, summative and future focussed learning directions for their children.

#### Overall summary of progress

Curran Public School continues to foster a culture of high expectations where students are expected to be successful in their learning pathway and aspirational in their pursuits. Using the general capabilities as a framework to drive quality teaching practices in literacy and numeracy, students have developed an understanding of how the general capabilities enable them to apply curriculum understandings.

Opportunities for teams to engage in Spiral of Inquiry, Literacy and Numeracy Progressions and Curriculum Design professional learning using the Teaching Mathematics in the Visible Learning Classroom and High Impact Teaching Strategies document have enabled the opportunity to develop a culture of high level quality teaching practices that effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms.

Curran Conversations have evolved at point of need to meet both community feedback and policy requirements resulting in reporting processes utilising a variety of sources effectively and families working collaboratively with their child and staff to achieve learning goals.

Using the General Capabilities Framework, we embarked on a journey to design a framework that supported the implementation of the General Capabilities where learners are able to assess and articulate their individual progression using metalanguage that reflected processes identified in the general capabilities and visibly seeing the connection to how the general capabilities enhance learning of the content. Opportunities to visit other schools and learn from their journey in implementing the General Capabilities Framework greatly supported us with making informed decisions. Through our STEM transformational, learner and strategy rubrics, learner surveys indicated that a thorough professional learning agenda that enabled trial and error consequently led to teachers developing an agile understanding of the general capabilities. As a consequence, the horizontal and vertical framework evolved becoming a website that demonstrated evidence and narratives of how general capabilities can be observed as active processes.

#### Progress towards achieving improvement measures

**Process 1:** Staff are supported to use evidence based practices. The spiral of inquiry framework and literacy/numeracy progressions will be used to promote professional reflection and identify learning pathways for students.

Evaluation	Funds Expended (Resources)
Leverage of educational networks through Social Ventures Australia provided opportunities for teaching teams to see best practice in schools across different Australian states with a similar context and utilise the learning to reflect on our current practices. The opportunities to network and build both teacher and leader capacity provided both affirmation for what we were doing	<ul style="list-style-type: none"><li>• Flexible funding was used to ensure teacher access to professional learning using the Spiral of Inquiry.</li><li>• Structures were created within the school context to enable teams to</li></ul>

## Progress towards achieving improvement measures

as well as opportunities to reflect and refine some of our areas. The Instructional Leader EaFS led professional development in the Literacy and Numeracy progressions with executive who then led professional learning with their teams supported by the Instructional Leader EaFS.

Through our NOII partnership we were able to access Judy Halbert and Linda Kaiser designers of the Spiral of Inquiry process where a strong evaluation of our implementation process found that:

96% of teachers valued the Inquiry model and made changes to their practice as a response to engagement in the model.

46% of students know what they are learning and why it is important.

meet together and analyse student assessment data and design High Impact Learning Plans.

- Teams of teachers participated in interstate as well as state-wide networks through Social Ventures Australia (SVA) and Network of Inquiry and Innovation (NOII).
- The Aboriginal Education Officer leads art and cultural education throughout the school and heavily supports students in achieving their PLP goals working closely with both teachers and Instructional Leaders.
- Through EaFS, the Instructional Leader provided timely shoulder to shoulder and executive professional learning that was purposeful and targeted.

**Process 2:** Establish a new evaluation and reporting strategy which involves parents as partners in the learning process.

Evaluation	Funds Expended (Resources)
<p>Evaluation surveys found that:</p> <p>100% of teachers valued the Curran Conversations process of partnering with families.</p> <p>86% of students appreciated the opportunity to share their learning with families.</p> <p>96% of families who attended valued hearing their child's learning progress and aspirations from them and appreciated the opportunity to be a part of the learning journey.</p> <p>100% of families who attended have high aspirations for their children and want the school to continue the high expectations we have of our students.</p>	<ul style="list-style-type: none"> <li>• Equity loadings were used to support Instructional Leadership times between executive and teachers, shoulder to shoulder opportunities as well as stage time to facilitate assessment data conversations and development of High Impact Teaching Plans.</li> <li>• Funding was used to purchase subscriptions to SeeSaw to support sharing of the learning platforms with families.</li> <li>• Aboriginal and EaLD loadings were used to support targeted student learning in class and individual intervention where required. Our AEO and EaLD personnel were a part of the Curran Conversation process.</li> </ul>

**Process 3:** Design a whole school horizontal and vertical framework which measures essential future focussed skills using the general capabilities.

Evaluation	Funds Expended (Resources)
<p>The whole school horizontal and vertical framework evolved into a STEM team-teaching role funded by both the Salesforce Grant and RAM Equity. This was driven by a transformational, learner and strategy rubric which measured essential future focussed skills using the general capabilities. Data gathered from the rubric showed that:</p> <ul style="list-style-type: none"> <li>• 94% of teachers have worked with the STEM Instructional Leader.</li> <li>• 100 % of students have accessed quality learning in STEM.</li> <li>• Qualitative data indicates a positive trend in girls showing interest in a STEM related career</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible funding was utilised to create a STEM instructional leadership role that then lent itself to a distributed model with teacher leaders driving the leadership of general capabilities across stage teams.</li> <li>• Flexible funding was used for teacher leaders/mentors to work shoulder to shoulder with teachers in learning environments to support STEM.</li> <li>• Funding was also utilised to purchase coding, robotics and purposeful STEM equipment to</li> </ul>

## Progress towards achieving improvement measures

The whole school horizontal and vertical framework evolved into a STEM team—teaching role funded by both the Salesforce Grant and RAM Equity. This was driven by a transformational, learner and strategy rubric which measured essential future focussed skills using the general capabilities. Data gathered from the rubric showed that:

- 94% of teachers have worked with the STEM Instructional Leader.
- 100 % of students have accessed quality learning in STEM.
- Qualitative data indicates a positive trend in girls showing interest in a STEM related career

support both teachers and student learning.



## 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.

#### Improvement Measures

Increase in the number of students who display improved skills in being able to self regulate and set personal goals.

Continued improvement in the areas of social engagement, institutional engagement, intellectual engagement and drivers of student engagement.

Improved community partnerships in learning and involvement to support successful students.

#### Overall summary of progress

Curran Public School fosters a positive and caring culture where relationships between staff, students and community members are enhanced in order to focus on continuing improvements for student learning. Our overall goal is to ensure every student is known, valued and cared for. During 2019, there has been a significant increase in the level of parent and community participation within the school programs and initiatives. Positive well-being strategies including Peer Groups, Be You Modules professional learning, Assistant Principal Well-being/LaS and the employment of Allied Health Specialists 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 as continued to respond to student needs and involve student voice in decision making. This year staff have begun to explore more effective transition strategies to ensure key transition points for all students are strengthened within our school community.

#### Progress towards achieving improvement measures

**Process 1:** Implement a framework of learning based on emotional regulation, executive functioning which focuses on clearly defined skills needed to connect, succeed and thrive at each stage of schooling.

Evaluation	Funds Expended (Resources)
<p>2% reduction in suspension from 2018.</p> <p>98.5% of students participate in peer groups which focused on social and emotional learning, student voice and leadership.</p> <p>Successful integration and re-engagement of critical students into mainstream classes meant that whole school structure for 2020 need to reflect the needs of students. Two off-class Assistant Principals will oversee and ensure engagement/well-being needs are met and a DP IL will support students learning needs and build the capacity of teachers in the classroom when working with targeted students.</p>	<ul style="list-style-type: none"><li>• RAM Equity was used to Employ a Trauma Psychologist and an Occupational Therapist through Allied Health to support our above establishment Assistant Principal/Deputy Principal for Learning and Support to deliver targeted social and emotional support programs for identified students.</li><li>• Smaller classes made possible through the above establishment of 2 mainstream classes allowed students to participate in small groups for Peer Groups K-6. Above establishment Student Learning Support Officers supporting students in class with working towards personal academic goals and emotional self regulation.</li></ul>

**Process 2:** Implement a whole school strategy to ensure students are supported to make successful transitions at each stage of schooling and beyond.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>96% of Year 6 students participated in Links to Learning and this initiative will continue in 2020.</p> <p>Decrease in students numbers at STARTWELL and Kinder Orientation from 2018.</p> <p>Successful implementation of High School Drama elective with 99.6% of Stage 3 students participating.</p> <p>100% of students gained appropriate settings through the Access Request process for 2020.</p>	<ul style="list-style-type: none"><li>• Learning spaces are allocated for MTC Australia Youth advisors to deliver transition programs to year 6 students and for James Meehan High School staff to engage in CAPA programs with Stage 3 students.</li><li>• STARTWELL packs / Junction works back-packs are provided and distributed to students entering Kindergarten and Year 6 student transitioning into high school.</li><li>• Executive staff with a non-teaching load has enabled the support for students and teachers to design personalised learning pathways in consultation with parents/carers and SLSO's are employed to assist in the implementation of these plans.</li></ul>

## 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.

#### Improvement Measures

Improved staff capacity to track and analyse academic and wellbeing data to strengthen leadership inform teaching and learning.

Increased % of staff demonstrate leadership skills and capabilities.

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.

#### Overall summary of progress

Effective leadership ensures that the number one impact on student learning – teacher quality continues to receive a robust, strategic and purposeful focus. Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. Curran Public School continues to evaluate and strengthen leadership capacity to enhance achievement of student outcomes. In 2019, the Amplified Leadership initiative was developed to support the development of executive, teacher and SAS leadership to ensure a systemic approach to leadership succession planning where there is a pipeline of leaders developed to meet school needs at different points in time.

Through Amplified Leadership, a focus on owning school planning processes through purposeful distributed leadership practices was introduced which involved strategic professional learning in School Planning, Finance and Leadership. Instructional Leadership professional learning opportunities as well as understanding where the concepts of Transformational and Distributive Leadership are used fluidly formed an emphasis throughout the Amplified Leadership Conferences. Staff have purposeful leadership and greater understanding on how to deliver innovative transformational and instructional activities.

Through the Amplified Leadership initiative, the executive team were able to better support teacher leaders in their leadership roles with a more defined role statement of how executive teams build the capacity of identified aspiring and teacher leaders.

The SAS team led by the SAM was brought into the model in 2020 where through professional conversations and assessment against the Administration in School Excellence Framework, it was identified that an opportunity to amplify the leadership of our SAS team would enhance a more streamlined approach to administrative practices.

We have refined our approach to engaging community members through evolved leadership of school consultation processes where opportunities to showcase student learning and evaluation forums integrated as a part of showcasing of learning as identified in our school plan has seen an increase in community feedback and strengthened partnerships with families accessing learning as partners and using appropriate wellbeing support to strive for continual educational and wellbeing improvement for their children.

#### Progress towards achieving improvement measures

**Process 1:** The school uses collaboration, evidence-based strategy and innovative thinking in designing activities that delivers ongoing improvements in staff leadership.

Evaluation	Funds Expended (Resources)
The development of processes to support building capacity of leadership across different levels has resulted in increased executive capabilities to lead their teams and develop teacher leaders.	<ul style="list-style-type: none"><li>Flexible funds and RAM staffing allocation were utilised to release executive to work as Assistant Principal Instructional Leaders with</li></ul>

## Progress towards achieving improvement measures

### Term 2 2019

100% of executive leaders identified themselves as **emerging** in their capabilities to lead teams to plan develop and modify teaching plans using school based data including BNL assessments and Literacy and Numeracy Progressions data.

### Term 4 2019

100% of executive leaders identified themselves as **embedding** in their capabilities to lead teams to plan develop and modify teaching plans using school based data including BNL assessments and Literacy and Numeracy Progressions data.

their teams and support LaST and EaLD students.

- 90% of our staff are Early Career Teachers due to high percentage of substantive teachers on maternity leave.
- Two Deputy Principal positions were established in Semester 2 to support Leadership and Management across the school.

**Process 2:** Established processes that build the capacity of the learning community to use data and evidence for strategic school improvement and promote instructional leadership.

Evaluation	Funds Expended (Resources)
<p><b>Staff leadership survey indicated:</b></p> <p>85.7% of staff had a leadership role in 2019.</p> <p>89.5% of staff felt they were supported in their leadership role in 2019.</p> <p>94.7% of staff felt that their leadership role was purposeful in 2019.</p>	<ul style="list-style-type: none"> <li>• Flexible funds and RAM staffing allocation were utilised to release executive to work as Assistant Principal Instructional Leaders with their teams and support LaST and EaLD students.</li> <li>• 90% of our staff are Early Career Teachers due to high percentage of substantive teachers on maternity leave.</li> <li>• Two Deputy Principal positions were established in Semester 2 to support Leadership and Management across the school.</li> <li>• Early Career Teacher funds were utilised to support executive in a mentorship role and targeted professional learning.</li> <li>• Flexible funds were allocated to professional learning to support the release of teams to engage in Spiral of Inquiry processes and be led by their executive.</li> <li>• The AEO was used to support targeted students and would participate with appropriate teams to discuss assessment data and their role in supporting PLPs.</li> </ul>

**Process 3:** Build on current growth mindset to enhance engagement in solutions focussed thinking to improve.

Evaluation	Funds Expended (Resources)
<p><b>During individual Instructional Leadership sessions:</b></p> <p>100% of teachers reflected on their impact on student learning using student assessment samples and Hattie's Ten Mind Frames for Educators</p> <p><b>During celebration and sharing of student impact sessions:</b></p> <p>96% of teachers brought purposeful student work samples and assessment data that reflected their High Impact Plans that correlated with student growth data.</p>	<ul style="list-style-type: none"> <li>• Flexible funding and RAM staff allocations were used to provide one on one Instructional Leadership times for each teacher and their Assistant Principal / DP to support coaching or instructional conversations personalised to the cohort of students being taught by the teacher as well as the teacher.</li> <li>• Hattie's 10 mind frames for Educators was used to support the</li> </ul>

## Progress towards achieving improvement measures

### **During individual Instructional Leadership sessions:**

100% of teachers reflected on their impact on student learning using student assessment samples and Hattie's Ten Mind Frames for Educators

### **During celebration and sharing of student impact sessions:**

96% of teachers brought purposeful student work samples and assessment data that reflected their High Impact Plans that correlated with student growth data.

conversations. Use of flexible funding allocated to professional learning was used to provide teams access to time and appropriate professional learning.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Education Officer	The Aboriginal Education Officer supports achievement of goals set out in student PLPs. Student achievement and improvement is evident for all Aboriginal students.
<b>English language proficiency</b>	<p>Equity staffing allocation 0.6 FTE and \$32, 973 flexible allocation</p> <p>Refer to Strategic Direction 1 and 2</p> <p>Flexible funding also utilised to support the employment of a Speech Therapist and additional support for EaLD students</p>	<ul style="list-style-type: none"> <li>• In K–2 we had 18% of EaLD learners who were Beginning English with some print literacy in their first language and 34% Emerging in English proficiency.</li> <li>• In 3–6 we had 48% of students Developing or Consolidating English proficiency levels and they were able to access the curriculum with some support structures in place.</li> <li>• The Speech Therapist implemented intervention programs with 39 students in K–2 who were assessed as having severe expressive and receptive language deficits.</li> <li>• This targeted intervention saw 100% of students improve in age appropriate language development throughout the year.</li> </ul>
<b>Low level adjustment for disability</b>	<p><b>Equity Loadings:</b></p> <p>1.5 Staffing and \$71,294 flexible funding</p> <ul style="list-style-type: none"> <li>• Staffing is utilised to support strategic planning of LST support – see Strategic Direction 1,2 and 3</li> <li>• Flexible funding is used in conjunction with Socio–Economic Background funding to support SLSO employment to assist students who do not receive targeted funding and family wellbeing services including OT, Speech, Psych and family referral services.</li> </ul>	<ul style="list-style-type: none"> <li>• Students receive targeted support that has seen an increase in self regulation and student engagement.</li> <li>• The staffing allocation is used to support a flexible approach to wellbeing that includes specific classes tailored to executive functioning, friendship and recognising and dealing with anxiety for students to attend as a support method that has led to an increase in self regulation and engagement in learning.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><b>QTSS Support:</b></p> <p>Staffing allocation of 0.540</p> <ul style="list-style-type: none"> <li>• See Strategic Direction 1 &amp; 3</li> <li>• QTSS used to support Assistant Principal Instructional Leadership mentor and coaching time</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of class teachers feel supported in their teaching from their Assistant Principal Instructional Leader.</li> <li>• 80% of teachers value the opportunity to collaboratively plan together.</li> </ul>
<b>Socio–economic background</b>	<p><b>Equity Loadings:</b></p> <p>0.3 staffing allocation and \$563, 156 in flexible funding</p> <ul style="list-style-type: none"> <li>• Refer to Strategic Direction 1,2,3</li> <li>• Flexible funding utilised to employ 8 SLSOs, two class teachers above establishment, Occupational Therapist, Psychologist, Family Referral Service, support</li> </ul>	Smaller class sizes have supported a more strategic tiered intervention in both learning and wellbeing where data suggests a decrease in reactive wellbeing incidents and an increase in student engagement. High level differentiated support from the executive team for teachers utilising shoulder to shoulder class support, team planning and individualised coaching and mentoring sessions have resulted in increased achievement of individual student goals and more personalised approaches to teaching and learning that place students at the centre.



<b>Socio-economic background</b>	Assistant Principal Instructional Leaders off class and two School Leadership and Management Deputy Principals as well as additional teachers to support releasing teams for Spiral of Inquiry processes and access to interstate and state-wide networks.	Deputy Principals have supported the streamlining of wellbeing and learning processes enhancing the management and targeted needs for students regarding attendance and those families who require consistent wellbeing support as well as building a sustained pipeline of systemic leaders.
<b>Support for beginning teachers</b>		Funds used to support Individual teacher development and access to EaFS learning including L3 and Building Numeracy Leadership sessions and towards additional executive mentoring time.
<b>Early Action For Success</b>	<b>EaFS Allocation:</b>  Deputy Principal level Instructional Leader <ul style="list-style-type: none"> <li>• See Strategic Direction 1 &amp; 3</li> </ul>	EaFS Instructional Leader provides mentoring, coaching, professional learning and shoulder to shoulder support for K-2.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	136	135	141	131
Girls	125	131	124	121

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.3	90.1	89.5	89.1
1	89.8	93	89.9	89.2
2	90	92	91.8	88
3	92.1	92.7	89.4	92.4
4	92.2	91.8	90.4	87.1
5	90.2	89.6	88.7	90.8
6	93.4	90.8	90.2	89.4
All Years	91.4	91.3	89.9	89.3
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
Assistant Principal(s)	4
Classroom Teacher(s)	12.14
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	7.57
Other Positions	0.4

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	341,149
<b>Revenue</b>	4,609,499
Appropriation	4,466,955
Sale of Goods and Services	10,825
Grants and contributions	130,785
Investment income	835
Other revenue	100
<b>Expenses</b>	-4,350,872
Employee related	-3,899,564
Operating expenses	-451,308
<b>Surplus / deficit for the year</b>	258,627

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	804,032
<b>Equity Total</b>	994,989
Equity - Aboriginal	71,449
Equity - Socio-economic	595,170
Equity - Language	97,002
Equity - Disability	231,368
<b>Base Total</b>	1,982,290
Base - Per Capita	68,031
Base - Location	0
Base - Other	1,914,259
<b>Other Total</b>	490,343
<b>Grand Total</b>	4,271,655

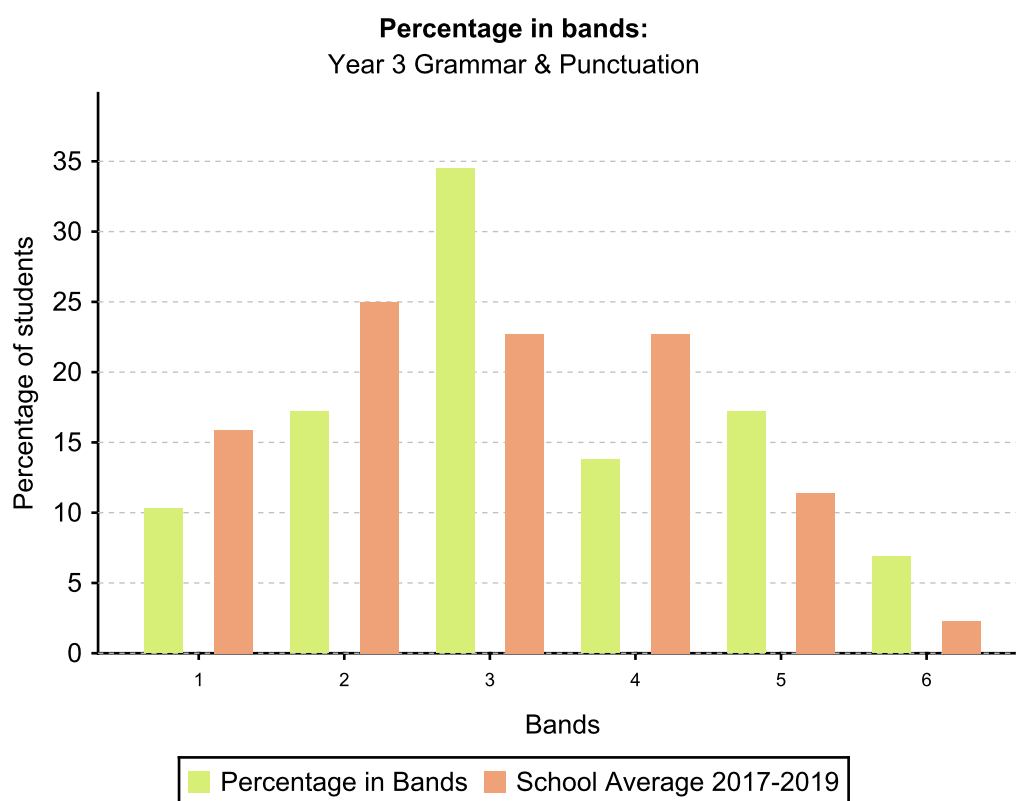
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

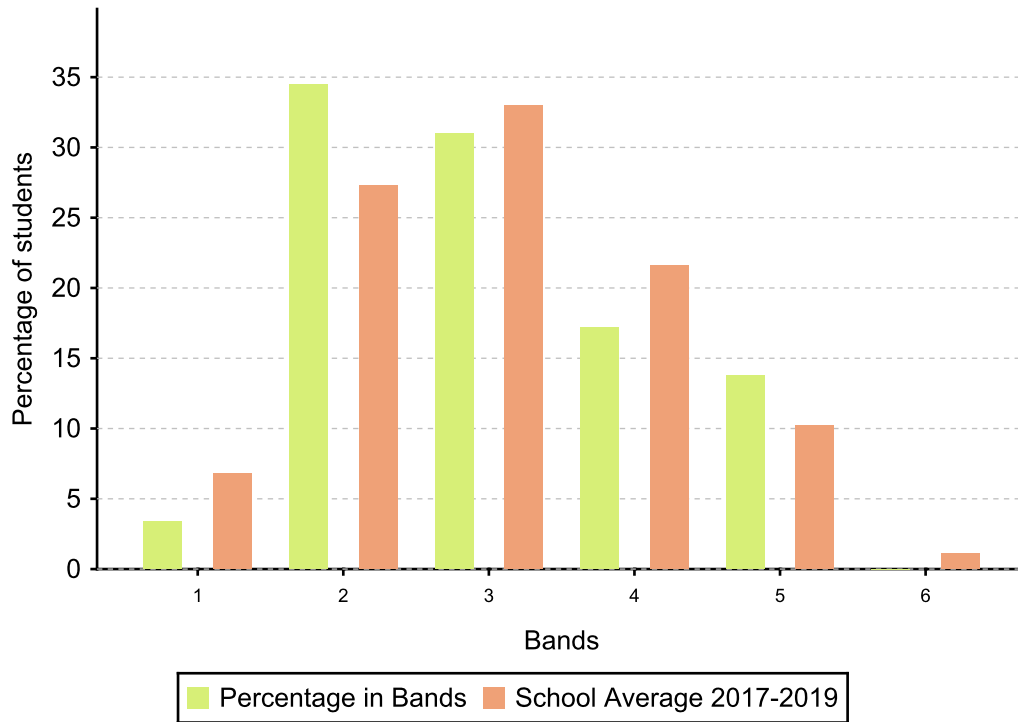
### Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	10.3	17.2	34.5	13.8	17.2	6.9
School avg 2017-2019	15.9	25	22.7	22.7	11.4	2.3

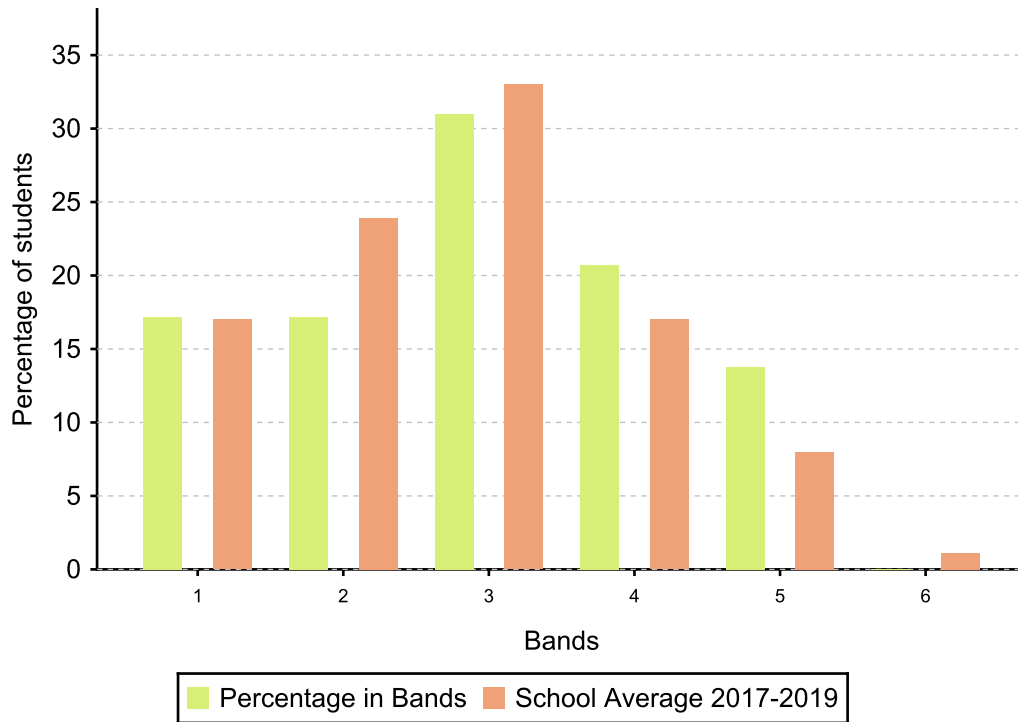


**Percentage in bands:**  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	3.4	34.5	31.0	17.2	13.8	0.0
School avg 2017-2019	6.8	27.3	33	21.6	10.2	1.1

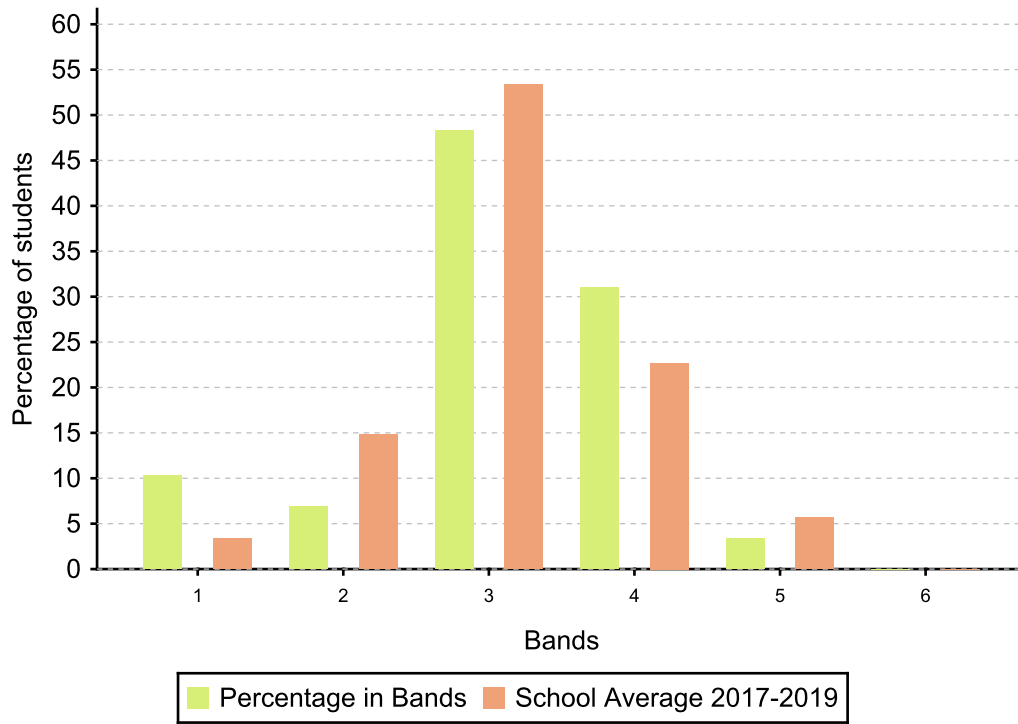
**Percentage in bands:**  
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	17.2	17.2	31.0	20.7	13.8	0.0
School avg 2017-2019	17	23.9	33	17	8	1.1

### Percentage in bands:

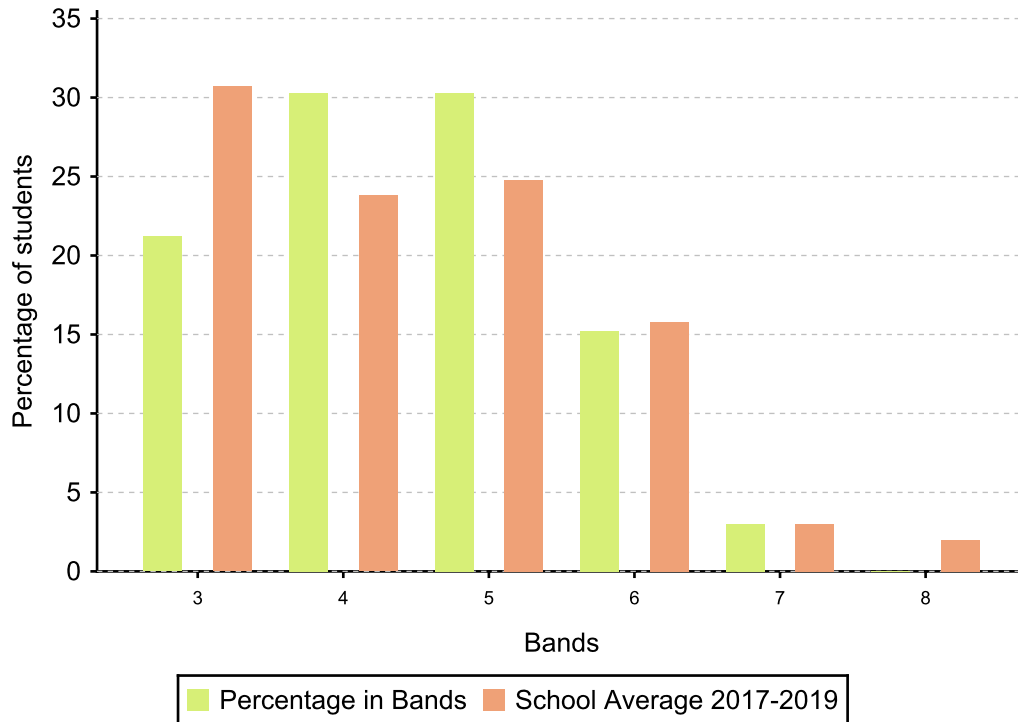
#### Year 3 Writing



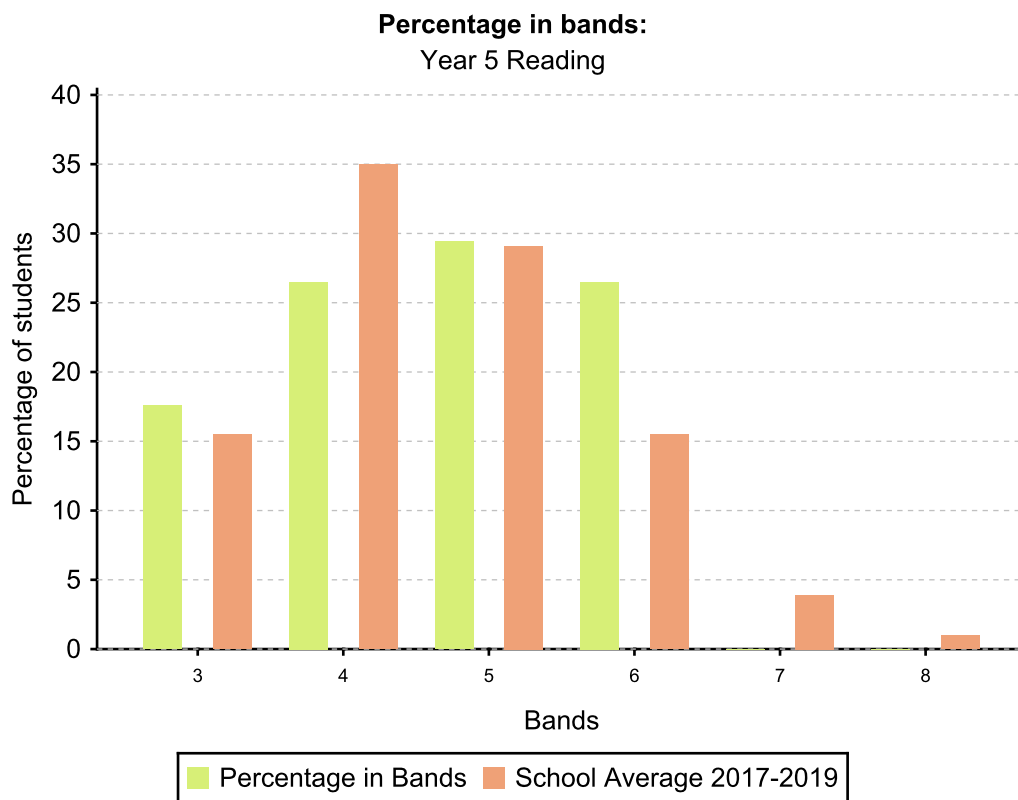
Band	1	2	3	4	5	6
Percentage of students	10.3	6.9	48.3	31.0	3.4	0.0
School avg 2017-2019	3.4	14.8	53.4	22.7	5.7	0

### Percentage in bands:

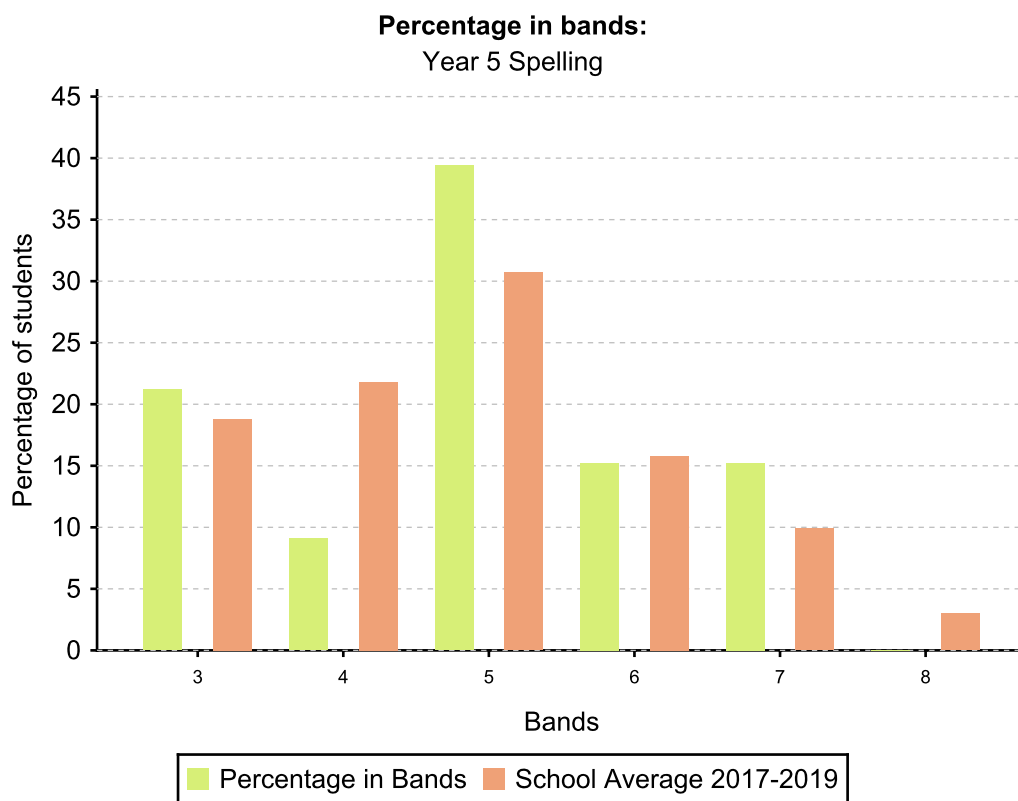
#### Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	21.2	30.3	30.3	15.2	3.0	0.0
School avg 2017-2019	30.7	23.8	24.8	15.8	3	2



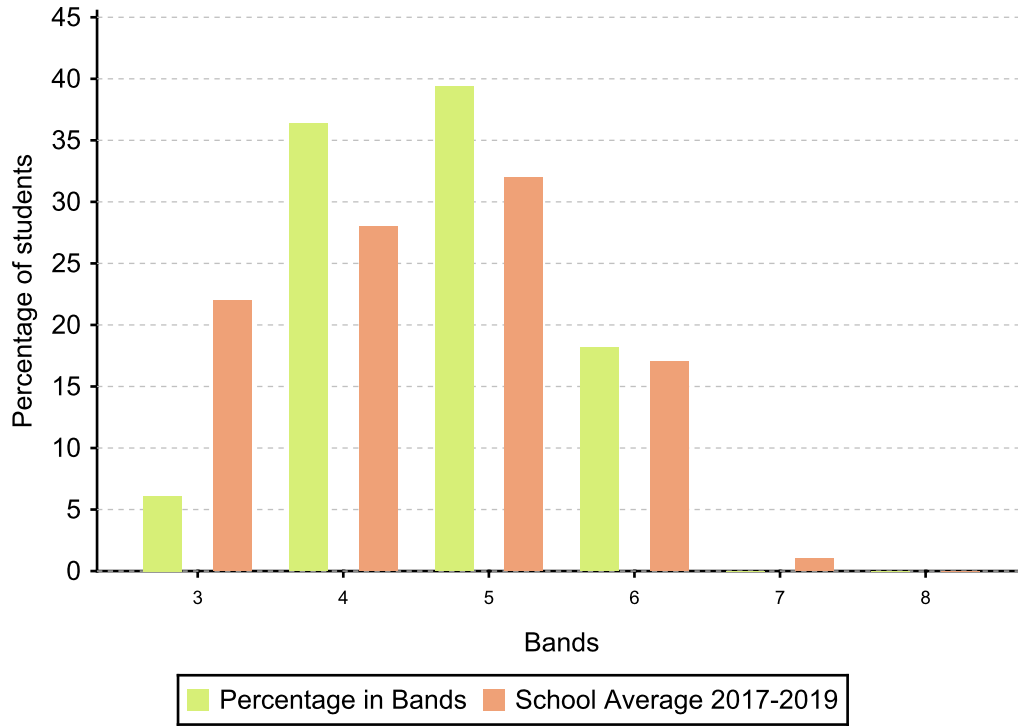
Band	3	4	5	6	7	8
Percentage of students	17.6	26.5	29.4	26.5	0.0	0.0
School avg 2017-2019	15.5	35	29.1	15.5	3.9	1



Band	3	4	5	6	7	8
Percentage of students	21.2	9.1	39.4	15.2	15.2	0.0
School avg 2017-2019	18.8	21.8	30.7	15.8	9.9	3

### Percentage in bands:

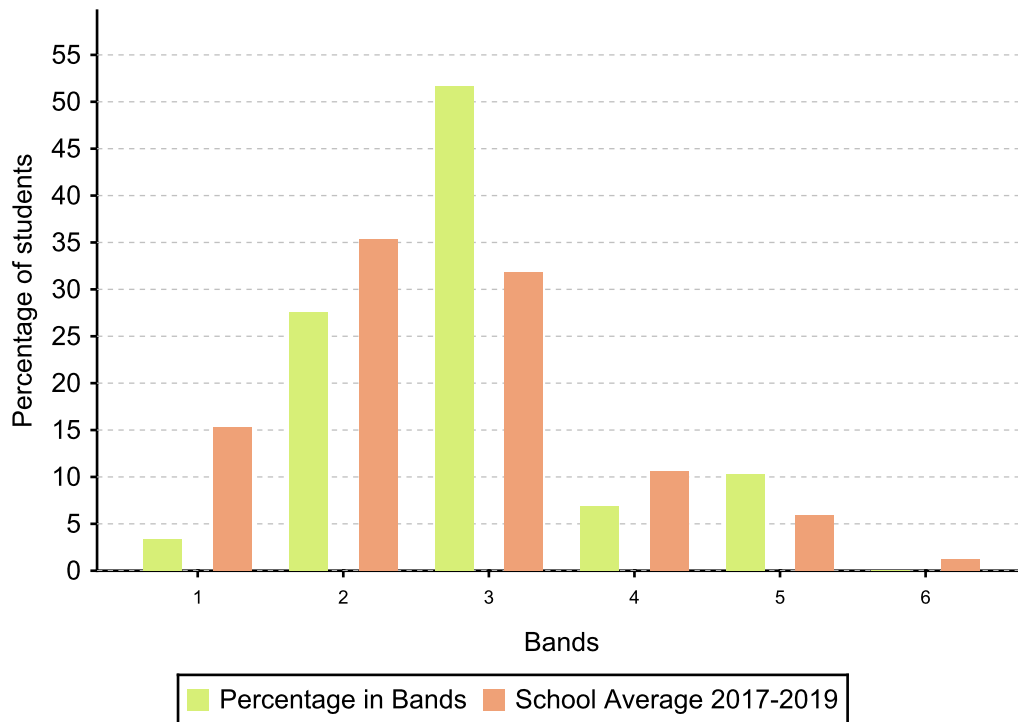
#### Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	6.1	36.4	39.4	18.2	0.0	0.0
School avg 2017-2019	22	28	32	17	1	0

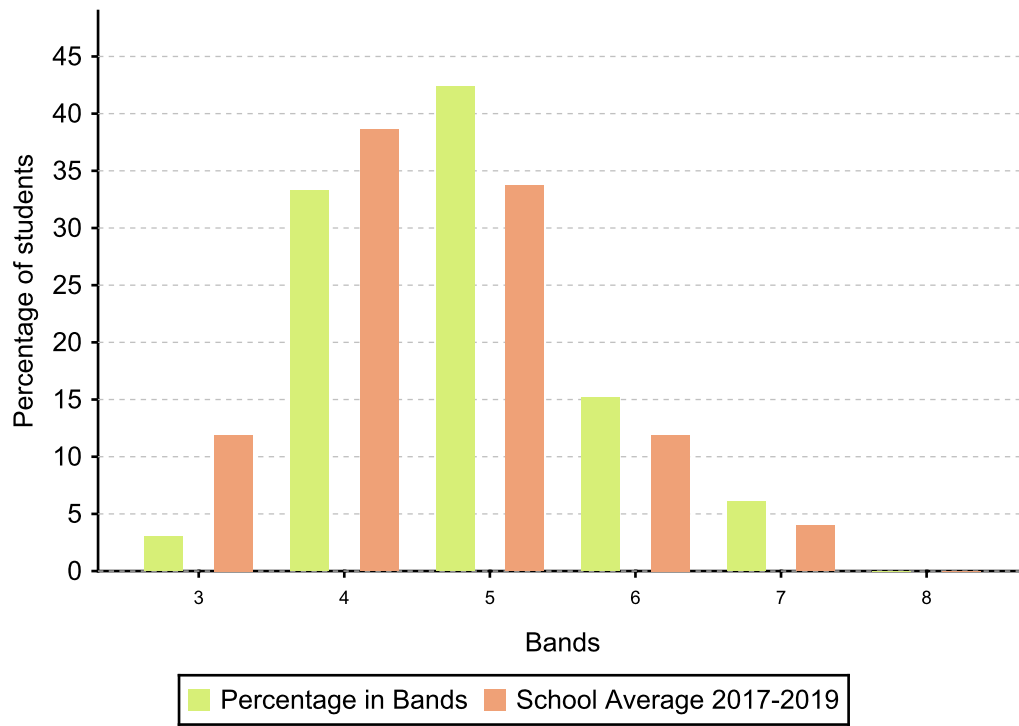
### Percentage in bands:

#### Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	3.4	27.6	51.7	6.9	10.3	0.0
School avg 2017-2019	15.3	35.3	31.8	10.6	5.9	1.2

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	3.0	33.3	42.4	15.2	6.1	0.0
School avg 2017-2019	11.9	38.6	33.7	11.9	4	0

## 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 value partnership in learning across all levels and seek to continuously provide purposeful and meaningful opportunities for all stakeholders to make connections, reflect, evaluate and plan for school initiatives, programs, resources and educational priorities. Throughout the year, across our different Strategic Directions, parents families and teachers have been given the opportunity to provide feedback on different school initiatives and how we can strengthen or refine our processes.

The following data was collated:

96.2% of families valued the opportunity to engage in meaningful learning conversations with their children.

92% of families have high aspirations for their children and believe the school has high expectations for their child.

82% of families value their child's school report.

79% of students are confident articulating their learning goals.

90% of students are interested and motivated in their learning.

97.3% of teachers welcome the opportunity for students to analyse and provide feedback on their learning.

96% of staff are interdependent and value each other.



# 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.

## 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.