

2020 Annual Report

Curlewis Public School



1712

Introduction

The Annual Report for 2020 is provided to the community of Curlewis 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

Curlewis Public School

Goran St

Curlewis, 2381

www.curlewis-p.schools.nsw.edu.au

curlewis-p.school@det.nsw.edu.au

6744 1239

School vision

We deliver excellence, opportunity and success for all students (in an innovative and caring small school learning environment.)

Student Equity and Excellence

At Curlewis Public School our core focus is on providing all students with opportunities to become successful 21st Century learners. Our students are confident, creative, informed citizens who are educationally supported through high quality programs that are designed to benefit and empower every individual student with a strong focus on equity and excellence through successful education.

Curlewis Public School provides an exceptional learning environment which is focused on supporting students to reach their full individual potential and achieve personal excellence through academic learning, physical activities and developing life skills that enable them to embrace life's opportunities and challenges in our ever changing world.

We will achieve this through ensuring Quality Teaching and Learning practices in every classroom, positive student well-being programs and active **partnership with families and the Curlewis Community** that promote involvement in school life.

Our Vision is consistent with the **Melbourne Declaration**:

- It is about **equity**: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.
- It is about **excellence**: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team
- It is about **success as a learner**: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

School context

Curlewis Public School has a student population of 52, with approximately 52% of students identifying as Aboriginal or Torres Strait Islander. Our thriving small school is well resourced and is set in spacious grounds within the rural village of Curlewis. The nearest regional centre is the township of Gunnedah (19km to the North).

Our school receives a significant boost in funding through the Resource Allocation Model as a result of the school's family occupation and education Index (FOEI) level of 194 which is above the average of 100, thus indicating a high level of socio-economic disadvantage. Our teaching and learning, student well-being and parent and community participation programs are designed to overcome this disadvantage and ensure our students have the opportunity to achieve outstanding learning outcomes.

We promote quality education for all of our students in a happy, safe and caring school environment through our strong focus on literacy and numeracy skills and continuing effort to provide a variety of extra curricula activities to extend our student's learning opportunities. Student learning outcomes as measured by NAPLAN indicate that the school performs above the level of most similar schools.

Our staff are focused on delivering 21st Century learning initiatives that promote cutting edge educational opportunities for all of our students. The school has supported this through the development of quality teaching programs and its continuing heavy investment in technology. Currently a significant investment is being made in re-modelling and improving our school library, developing a functioning community room and updating band and educational resources.

CURLEWIS PUBLIC SCHOOL - 2020



Jacqui Jones
Principal

Back Row: *Ms Shirley Ferguson, Ms Colleen Callaghan, Ms Carly Beasley, Elliot Burden, Declan Genge, Dakodah Ashford, Ally Stead, Javia Sney, Madison Hack, Cooper Dowsett, Clayton King, Shelby Ann McKay, Amelia Lou Harris, Danika Elery, Cameron Barrington, Tom Byfield, Ms Kayley Budge, Ms Cheryl Weeks, Mr Matthew Carter.*
3rd Row: *Ms Tamara Dean, Ms Phoebe Nell, Boston McKay, Harrison Ward, Kaylee Allen, Jack Byfield, Jessie Hamilton, Riley Hack, Charlotte Kemsley, Patricia Parry, Ms Jacqui Jones (Principal), Monica Kirby, Sandra Parry, Memphis McKay, Isabella Pryor, Tyler Harrison, Ruby Haddock, Ryan Kemsley, Lachlan Pye, Mrs Jemma Martin, Mrs Helen Wise.*
2nd Row: *Stewart Dean, Sarahah Ashford, Jackson Sney, Jhorelyn Owens, Lily Thomson, Angus Holsten, Savannah Mills, George Byfield, Loli-Bell Long, Jaja Burden, Asta Allen, Darcy Seach, Willow McKay, Sebastian Sutherland, Layla Robbins, Dulcie-May Dorrington, Lukas Burden, Skylar Berry, Oakley McKay, Mrs Grella Budge.*
Front Row: *Montana Allen, Lara Pye, Josephine O'connor, Harley Hubbard, Charlie Byfield, Coleo Turnbull, Ashton Bryan, Baylon Harrison, Ryder Mackay-Loker, Madden Anderson, Anwen McKay, Shayla Harrison.*

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
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	Delivering
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	Sustaining and Growing

Strategic Direction 1

Excellence in Learning, Teaching through Leading.

Purpose

This direction seeks to empower, every student, teacher and school community member with the essential skills and attributes to adapt to our rapidly changing world. We promote excellence in Learning, Teaching and Leading through the delivery of meaningful, challenging and innovative learning experiences.

To provide every student with differentiated learning experiences focussed on catering for individual learning needs in multi-stage classrooms.

Teachers implement explicit and evidence based teaching strategies while effectively utilising data to inform student learning outcomes. Teachers demonstrate a high level of professionalism and commitment to the ongoing development of their individual teaching practice.

To embed a culture of continuous whole school improvement through high quality instructional leadership.

Improvement Measures

- * 8% increase of students achieving proficient standards in reading and numeracy NAPLAN results.
- * 2018 - Mean
- * 2019 - Mean
- * 2020 - Mean
- * 30% Increase of Aboriginal students achieving proficient standards in reading and numeracy by 2019.
- * 30% Increase of Aboriginal students achieving proficient standards in reading and numeracy by 2019.
- * 100% of teachers effectively use data to inform planning and monitor student progress against learning progressions in K-6 classes.
- * 80% of students achieve at or above expected growth in Writing and Number and Algebra as evidenced utilising Scout, Smart and PLAN 2 data.

Progress towards achieving improvement measures

Process 1: COLLABORATIVE PRACTICE

- * Planning, teaching and assessment is undertaken in collaboration with the Instructional Leader, collegial teams and partner schools.
- * Teachers incorporate differentiated curriculum strategies that meet specific learning goals and needs of students.
- * Staff work collaboratively to develop, evaluate and implement Personal Development Plans
- * Regular Teaching and Learning Meetings focus on the development of teacher knowledge, evidence based practice and curriculum implementation that supports student learning.

Evaluation	Funds Expended (Resources)
All 2020 staff had 3 professional learning sessions on Quality Teaching Rounds and worked together to code a range of lessons. Staff surveys indicate that teachers now feel more confident to observe lessons and also are more confident being observed. Quality Teaching rounds were completed in Term 1 and Term 4 only due to COVID-19 interruptions. Staff surveys indicate that teachers enjoyed	\$21343.00 - 0.2FTE Teacher for additional RFF and QTSS

Progress towards achieving improvement measures

participating and collaborating on quality teaching. A discussion around time to share ideas (i.e no PL one week to get together and collaborate) has occurred and this will be timetabled for in 2021.

A milestone will be created for QTR in 2021 to continue monitor its implementation. Data will be collected on the impact on teaching capacity and also student achievement (including behaviour). This will be achieved through analysing the coding of lessons to find similarities and differences, creating professional learning opportunities to support this analysis and identifying correlations between student performance and engagement and QTR.

Process 2: FOCUS ON LITERACY AND NUMERACY

* Provide guidance and support to teachers in planning, evidence-based teaching practices and assessment through collegial support from the Early Action for Success Instructional Leader.

* Teachers regularly review and analyse data to identify both targeted students and appropriate interventions for implementation.

Evaluation	Funds Expended (Resources)
<p>A whole school spelling scope and sequence was created and all staff contributed to its creation. All students in the middle and top bands in NAPLAN, plus top Year 2 a some extras at teachers requests have sat the numeracy and Reading NAPLAN practice assessment and executives have analyses the scores against the NAPLAN equivalence table. A plan is being put together to present this data to all staff to find themes in students strengths and weaknesses.</p> <p>This milestone will continue into 2021.</p>	

Process 3: CONSISTENT AND EFFECTIVE ASSESSMENT PRACTICES

* Effective assessment practices are a whole school focus. Systems are put in place to ensure all staff assess appropriately.

* Teachers have a deep understanding of consistent teacher judgement and use this knowledge to effectively assess students K-6 based on syllabus outcomes and the literacy and numeracy progressions.

Evaluation	Funds Expended (Resources)
<p>This focus has been placed on hold to ensure focus 1 & 2 can be successfully achieved.</p>	



Strategic Direction 2

Successful School Culture, Positive Partnerships.

Purpose

This direction seeks to strengthen school culture and ensures that students, staff, families and the school community work collaboratively to support the wellbeing of all, so they can connect, succeed, thrive and learn.

Improvement Measures

- * Increased confidence by parents and community members in the school is shown by an 10% increase in participation across all school activities.
- * Greater than 80% of Key stake holders surveys indicate increased satisfaction and positivity towards a collaborative school culture, partnerships and community involvement.
- * The School Assessment Tool-Reflection Matrix data indicates the school is rated at "building" or "sustaining" across all seven dimensions.

Progress towards achieving improvement measures

Process 1: Successful School Culture

An integrated approach to student well being through the ongoing implementation of strategies to support support student engagement and behaviour is fully implemented.

Evaluation	Funds Expended (Resources)
<p>The whole school behaviour plan has continued to be successfully implemented. Every fortnight a new value and expectation are highlighted in individual classes (due to COVID-19 restrictions). Every 3 weeks students are rewarded with certificates based on the 3 values - respect, responsibility, do your best. A badge system has been implemented for positive behaviour.</p> <p>The number of suspensions in 2020 continued to decrease - with 0 suspensions. Based on parent feedback a coloured behaviour card system was implemented. Students take cards home for positive and minor negative incidents to ensure communication is consistent with parents. There has been positive feedback from parents in relation to behaviour cards. The resilience project was also successfully implemented and based on analysis, there has been a decrease in negative incidents associated with resilience. Both of these initiatives will continue into 2021.</p>	

Process 2: Positive Partnership

- successful and positive communication between home and school supports student learning and engagement.
- Processes and guidelines to support meaningful relationships between key stakeholders focused on student learning are developed.

Evaluation	Funds Expended (Resources)
<p>This focus has been placed on hold to ensure focus 1 can be successfully achieved.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$60 529.00) 	<p>In 2020 Aboriginal background funding was utilised to support Aboriginal students and enhance Aboriginal education across the school.</p> <p>In Term 1 the Gomeroi Dance academy travelled to Curlewis once a week and worked with all students K-6 during cultural groups. The Gomeroi Dance Academy increased students awareness of language and story in the Gomeroi region.</p> <p>Due to COVID-19 restrictions further cultural events and activities were cancelled. Aboriginal funding was instead used to employ an additional SLSO and all Aboriginal students were provided access to extra support with a focus on reading.</p> <p>A new award was introduced at presentation night. This award 'The Indigenous All Star' award was presented to an Indigenous student who excels in all areas of schooling. This included excellent attendance, effort and academics.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$31 643.00) 	<ul style="list-style-type: none"> • Low level disability funds were predominantly used to top up an SLSOs hours to run multi-lit and mini-lit. All students who were reading below stage expectations accessed either multi-lit or mini-lit. 75% of students who were on mini-lit and multi-lit successfully completed the program. • A range of resources were also purchased to support students with low level disabilities. Such as; Fidget toys - these were to support students to focus during learning time and to encourage students to calm. Additional Swivel chairs - 8 swivel chairs were purchased to support students with sensory difficulties. The chairs allow students come movement while sitting and encourage engagement. Visual clocks for all classes-to ensure students could visually see how long until an activity starts/ends.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$7 766.00) 	<p>QTSS funds were used in at the beginning of Term 1 and then Term 3 & Term 4 to relieve teachers from class for observations. Teachers began participating in Quality Teaching Rounds and trialled using the Quality Teaching Framework to support these observations. Feedback from teachers was positive around observations - Quality teaching rounds will continue in 2021.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$94 480.00) 	<p>In 2020 Socio economic background funding was used to support students in the classroom.</p> <ul style="list-style-type: none"> • Employing an additional teacher to make smaller class sizes (running 4 classes instead of 3). This allowed for a straight kindergarten class (13 students). • A music teacher was employed for 0.2FTE to run a band program. This program has a

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$94 480.00) 	long history at Curlewis Public School and is a integral part of what makes Curlewis Public School. *
Early Action for Success	Funding Sources: <ul style="list-style-type: none"> • Early action for success (\$85 992.00) 	<p>Instructional Leader employed. Students literacy and numeracy results continue to improve as reflected in the NAPLAN value added data. Teachers capacity in literacy and numeracy continues to increase through professional learning opportunities coordinated by the instructional leader.</p> <p>Curlewis Public School is the base school for the Tambar Springs and Carroll Public School Instructional Leader, therefore only 1/3 of the funds allocated were utilised at Curlewis Public School.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	20	23	22	28
Girls	25	26	26	28

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.8	94.7	87.8	89.1
1	97.6	94.1	96.3	81.4
2	92.7	95.9	93.7	88.7
3	91.2	92.3	93.8	96.5
4	97.6	91.4	92.6	92.5
5	91.3	94.4	91.5	86
6	96.8	95.2	95	92.9
All Years	94.8	94	93.1	89
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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
Classroom Teacher(s)	2.37
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	146,193
Revenue	1,086,238
Appropriation	1,061,052
Sale of Goods and Services	5,251
Grants and contributions	16,630
Investment income	304
Other revenue	3,000
Expenses	-1,129,585
Employee related	-934,952
Operating expenses	-194,633
Surplus / deficit for the year	-43,348
Closing Balance	102,845

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.

	2020 Approved SBA (\$)
Targeted Total	50,065
Equity Total	189,496
Equity - Aboriginal	60,529
Equity - Socio-economic	94,480
Equity - Language	2,844
Equity - Disability	31,643
Base Total	678,030
Base - Per Capita	11,544
Base - Location	13,428
Base - Other	653,058
Other Total	110,207
Grand Total	1,027,798

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The surveys and general discussions identified the following:

Student Survey: Most students enjoy their schooling experiences at Curlewis Public School. 100% of them feel safe and 95% feel that they have someone to turn to. 100% of students feel that their teachers care for them and that Curlewis is a place for learning.

Parent Survey: Approximately 40% of parents completed the 2020 survey. 100% of parents were satisfied with teachers, the learning environment and would recommend Curlewis PS to others. 100% of parents felt that all staff were approachable. Parents were extremely happy with the support provided during learning from home.

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.