

# 2020 Annual Report

## Curl Curl North Public School



3925

## Introduction

The Annual Report for 2020 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

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Curl Curl North Public School

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North Curl Curl, 2099

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## Message from the principal

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I am proud to present the 2020 Annual School Report. This report highlights and celebrates the school achievements which were all a result of the continued and unwavering focus of our students, staff, parents and whole school community during the 2020 school year.

Despite the challenges that we all encountered in 2020, our shared focus on improving student learning outcomes was not impacted as we supported *successful, informed creative learners, enhanced teaching and learning in the 21st century and maintained high expectation and community engagement. (School strategic directions)*

A significant transition occurred for our school community in 2020, a whole school transition into stage one of the new build.

At Curl Curl North Public School contemporary teaching and learning environments inspire our students to be leaders of their learning.

The 40 new permanent classrooms provide innovative learning spaces which are mobile, flexible, varied and connected. Each space can be adapted to accommodate learning modes and technology providing students with choice in where and how they learn, with the teacher supporting more student-centric approaches to better prepare our learners for the future workforce.

The Innovative Learning Environments are underpinned by principles that account for the different ways in which learning occurs, that is, how learners and teachers interact with space and with one another and include collaboration, discussion, feedback and reflection, guided, explicit, demonstration, experiential and independent.

Our modern buildings encompass landscaping providing tranquil learning spaces that are breath-taking. These outdoor learning spaces inspire and motivate our students and staff.

We welcome the new staff administration space to plan and meet, as we lead collaborative learning ensuring high-quality programming for our student's needs.

I want to acknowledge and thank all who were involved in the planning and building of these new facilities, especially the parents, staff and students who were an active part of the consultation process.

In 2021, I look forward to sharing with the school community our outstanding new school facilities, the hall sports fields. The new Communal Hall which will bring the school and our community closer together, giving us an outstanding resource able to be used for assemblies, concerts and special events. The Futsal fields and Sports Court will provide facilities that complement the important values our school community have in active participation in all sports activities.

We will utilise the new spaces to continue our commitment to the pursuit of excellence and the provision of high-quality educational opportunities for every child.

Donna Blatchford

Principal

## School vision

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. 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                             | Excelling              |
| 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                 | Excelling              |
| 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 | Excelling              |
| LEADING: School resources                              | Excelling              |
| LEADING: Management practices and processes            | Excelling              |

## 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.

### 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>In 2020, teachers used various data sources to inform differentiated teaching and learning practices following a whole grade analyse of assessment. As a result, English programs showed integration of K-6 grammar and punctuation skills overview, student writing samples that showed evidence of appropriate use of grammar and punctuation skills and learning activities and teaching approaches that reflect evidence-based writing pedagogy.</p> <p>The Instructional leadership program improved the consistency of guided reading practices in Stage 2 through analysing data to inform guided reading groups, restructuring of timetables to provide explicit instruction for the student identified, modelling and support for teachers to establish a focus strategy for explicit teaching with clear learning intention and through modelling instruction without choral or round-robin reading.</p> | <p>Grade Meetings</p> <p>Collaborative Planning Days</p> <p>Instructional Leader</p> |

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

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| <p>In 2020, every teacher used visible learning strategies in their classroom evidenced by teacher and student feedback and classroom walkthroughs where Learning Intention Success Criteria was displayed in various formats. A consistent language was adapted by students and teachers in relation to visible learning with lessons on 'Curl Curl North Learning Dispositions' embedded across the K-6 learning programs.</p> <p>All teachers completed "Developing Visible Learners", an asynchronous online course with a consultant from Corwin Australia. The professional learning supported knowledge and understanding of the research related to visible learners, the attributes of visible learning and strategies to enhance visible learners in the classroom. Evidence of transformation of teaching practice as a result of the learning was evidenced by; teachers being able to identify learning dispositions and articulate why they are important to develop, identify the instructional practice and strategies that can develop metacognition, describe the characteristics of an assessment-capable visible</p> | <p>Developing Visible Learners course cost for all teachers \$10 000</p> <p>CCNPS Visible Learning Team - Evidence Into Action Day 3 course cost \$5700 + \$4000 casual release costs</p> <p>Twilight Session: Learning Intentions Success Criteria course cost for all teachers \$11 000</p> |

## Progress towards achieving improvement measures

learner, explain approaches to developing students' assessment capability, describe the key messages related to effective feedback and articulate ways teachers can build a culture of feedback.

In reviewing student reports provided bi-annually to parents, the school modified learning habits and behaviours to include two consistent indicators of progress for each of the five school learning dispositions; collaboration, creativity, resilience, accountability and motivation.

The Curl Curl North Visible Learning Team completed the annual 'Evidence into Action Day' to evaluate the progress of the school in the implementation of Visible Learning. As part of the impact cycle approach with the school, the team re-evaluated the impact of the school visible learning plan based on the evidence and learning to date. The evaluation indicated that teachers implemented the key messages of their learning following completion of the 'Developing Visible Learners' course with an increase in visibility of Learning Intentions Success Criteria, metacognition strategies and instructional practices evident in the learning program and classroom environment of every teacher.

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

| Evaluation   | Funds Expended (Resources)   |
|--|--|
| In 2020, key areas of the school Positive Behaviour Engaging Learners (PBL) framework was revitalised as a result of a move into a new build. This included; updating the school PBL handbook, expectation posters, playground expectation booklet for teachers, reviewing the managing inappropriate behaviours flowchart, reviewing the CCNPS Student Discipline policy and the introduction of a K-6 annual incursion that focuses on positive behaviours. The effectiveness of the school wellbeing system has changed as a result evident in; providing access within the parent portal for reporting attendance, the introduction of the reflection room with a restorative practice approach and consistent analyse of PBL data by the school team on a termly basis. | CCNPS PBL Team Meetings<br><br>Collaborative Planning Days<br><br>Updating Parent Portal application for attendance monitoring<br><br>\$181 resourcing costs |

## Next Steps

The 2018-2020 School Plan was reviewed at the end of 2020 and a Situational Analysis was conducted to inform the school's improvement journey in learning, teaching and leading.

As a result, the situational analysis was an essential step in the development of the 2021-2024 School Strategic Improvement Plan (SIP).

## 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.

#### 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)  |
|--|---|
| Teachers examined sample English scope and sequence documents from NESA, the DEC and other schools. A school-wide template was devised based on these documents. Teachers then worked in stage teams to evaluate outcomes covered in existing English teaching programs. This allowed a scope and sequence to be developed, ensuring that all outcomes are being covered across each stage and that text requirements are also addressed. Where necessary, programs were adjusted or rewritten to incorporate any outcomes that were not being adequately addressed. | Grade Meetings<br>Collaborative Planning Days<br>Instructional Leadership |

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

| Evaluation   | Funds Expended (Resources)   |
|--|--|
| In 2020, explicit systems were established for effective co-planning and co-teaching. The allocation within the school release from face-to-face teaching roster was prioritised to enable all co-teachers time to effectively engage in co-planning, co-assessing and co-debriefing. The school created a CCNPS Co-teaching Conversation document based on the research from the Department of Education - School Environments and Change (SLEC) directorate. With a school-wide approach to establishing shared co-teaching protocols for all staff, the co-creation of this document by teachers supported their practice in enhancing the planning, organisation, delivery and assessment of instruction, as well as utilising the physical learning spaces within the school. | Leading Innovative Learning Environments course of all school leaders.<br>Collaborative Planning Days<br>Instructional Leadership<br>Grade Meetings<br>Leadership Meetings |

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

| Evaluation   | Funds Expended (Resources)                 |
|--|--|
| In 2020, teacher capacity in 21st-century skills and student-centred learning was enhanced through; a whole-school professional learning planner updated to target whole-school and grade professional learning needs, a collaborative teacher professional learning goals relating to technology, an increase in the number of classes using digital learning platforms to enhance student learning, an increase in the number of Teacher Seesaw Ambassadors available to support colleagues within the school, targeted professional learning and instructional leadership in integrating technology | Laptop purchased \$58000<br>Grade Meetings |



## Progress towards achieving improvement measures

and/or engagement in the leading innovative learning environments for leaders, the establishment of a technology team with a representative from each grade, feedback provided by parents and students during remote learning, the creation of an RFF role to teach STEM within Science & Technology, observations of teachers utilising innovative learning environments to facilitate student-centred learning and learning programs with embedded technology practices including STEMShare kits (virtual reality and 3D printing), MakeyMakey and project-based learning such as Project Penguin and Design Make Innovate (DMI).

## Next Steps

The 2018-2020 School Plan was reviewed at the end of 2020 and a Situational Analysis was conducted to inform the school's improvement journey in learning, teaching and leading.

As a result, the situational analysis was an essential step in the development of the 2021-2024 School Strategic Improvement Plan (SIP).

## 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.

#### 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>As a result of the impact of COVID-19 in 2020, the school Kindergarten Transition program was adjusted to ensure the quality of the school transition program was maintained in line with NSW Health and Department of Education restrictions.</p> <p>School tours and the parent information session was changed to a virtual format and held via Zoom. This was very well received by our school community with 97% of families surveyed agreeing or strongly agreeing that the parent information session was valuable for their family.</p> <p>The school provided the new Kindergarten families with an interactive Sway newsletter with virtual tours, videos and photos embedded throughout. The Sway newsletter was a more engaging format and enabled a deeper connection with families. New families gained a better understanding of our co-teaching classrooms and innovative learning environments via the Zoom tours and provided feedback on the new format with some comments from families including <i>"You cover such a great variety. We love the sway in our home."</i> and <i>"Nothing it was an excellent source of information."</i></p> <p>Year 5 buddies were assigned to new Kindergarten students from the first classroom visit and met them at the gate to escort them to the classroom for the morning. The Kindergarten students said goodbye to their parents at the gate and enjoyed their morning visit. The Year 6 buddy program was highly successful. 100% of families surveyed agreed or strongly agreed (97%) that the buddy program assisted their child's transition to school, and 100% of families surveyed indicated that their Kindergarten child felt comfortable starting school on the first day.</p> | <p>Digital platform for newsletter 'sway'</p> <p>Welcome packs for every new Kindergarten student \$300</p> <p>Parent Information Bag \$800</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) |
|---|----------------------------|
| <p>In 2020, the Northern Beaches Learning Alliance (NBLA) responded to the restrictions imposed by NSW Health and the NSW Department of Education regarding organisation and management of professional learning for all staff. As a result, the NBLA initiated a digital communication platform to enable staff collaboration across all networks and focus areas that support the</p> | <p>NBLA \$9000</p>         |

## Progress towards achieving improvement measures

continuation of partnerships between community schools within the areas of transition, curriculum and leadership.

In 2020, the Year 6-7 transition program was strengthened through building our partnership with Northern Beaches Secondary College - Cromer Campus. Teachers from Cromer HS visited Year 6 students in their classrooms at Curl Curl North. They spent part of the day observing students in their regular classes and the remainder of the day getting to know the students and explaining some of the things that they could expect in Year 7. Teachers from all Northern Beaches Secondary College Campuses spoke either in person or via zoom with our Year 6 teachers to share information to support our students' transition to high school.

## Next Steps

The 2018-2020 School Plan was reviewed at the end of 2020 and a Situational Analysis was conducted to inform the school's improvement journey in learning, teaching and leading.

As a result, the situational analysis was an essential step in the development of the 2021-2024 School Strategic Improvement Plan (SIP).

| Key Initiatives   | Resources (annual)  | Impact achieved this year  |
|---|---|--|
| <b>Aboriginal background loading</b>                          | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$1 500.00)</li> </ul>                  | <p>Funds were used to support professional learning needs for staff, purchase resources in recognising key Aboriginal events and celebrations and provide individualised student support.</p> <p>In 2020, a staff member underwent training for the Aboriginal 8 ways of learning to engage in learning to deepen their understanding of Aboriginal histories and cultures and way to embed 8 ways Pedagogy into curriculum planning and programs.</p>   |
| <b>English language proficiency</b>                           | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$23 218.00)</li> </ul>                  | The EAL/D teacher worked with identified students in both the classroom team-teaching and as part of an individualised intensive program.  |
| <b>Low level adjustment for disability</b>                    | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$149 012.00)</li> </ul>          | 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. The LaST through the school's learning and support team; * 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. |
| <b>Quality Teaching, Successful Students (QTSS)</b>           | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$152 263.00)</li> </ul> | Following the success of the instructional leadership program in 2019, 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.   |
| <b>Socio-economic background</b>                              | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$23 585.00)</li> </ul>                     | 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.   |
| <b>Support for beginning teachers</b>                         | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$28 962.00)</li> </ul>                | Beginning Teacher Support was provided to support beginning teachers' induction and professional development. Funds were used to support ; * 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.  |
| <b>Targeted student support for refugees and new arrivals</b> | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals</li> </ul>              | In 2020, the school did not receive any funding to support targeted students who were identified as meeting the 'New Arrival'  |

|  |          |                   |
|--|----------|-------------------|
| Targeted student support for refugees and new arrivals | (\$0.00) | funding criteria. |
|--|----------|-------------------|

## Student information

### Student enrolment profile

|          | Enrolments |      |      |      |
|----------|------------|------|------|------|
| Students | 2017       | 2018 | 2019 | 2020 |
| Boys     | 481        | 465  | 437  | 441  |
| Girls    | 427        | 413  | 396  | 397  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| K         | 96.1 | 95.2 | 95.5 | 95.2 |
| 1         | 96   | 95.4 | 93.6 | 95.9 |
| 2         | 96.1 | 95.3 | 94   | 96   |
| 3         | 96.1 | 95.2 | 94.3 | 95.4 |
| 4         | 96.4 | 94.7 | 94.4 | 95.6 |
| 5         | 95.3 | 94.8 | 93.5 | 95.8 |
| 6         | 95.4 | 92.9 | 93.8 | 94.8 |
| All Years | 95.9 | 94.8 | 94.1 | 95.5 |
| 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     |
| Deputy Principal(s)                     | 2     |
| Assistant Principal(s)                  | 4     |
| Classroom Teacher(s)                    | 32.26 |
| Literacy and Numeracy Intervention      | 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, 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 <sup>1</sup> | 2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 840,571                 |
| <b>Revenue</b>                        | 7,441,674               |
| Appropriation                         | 6,569,753               |
| Sale of Goods and Services            | 91                      |
| Grants and contributions              | 869,071                 |
| Investment income                     | 2,459                   |
| Other revenue                         | 300                     |
| <b>Expenses</b>                       | -7,275,610              |
| Employee related                      | -6,167,085              |
| Operating expenses                    | -1,108,526              |
| <b>Surplus / deficit for the year</b> | 166,064                 |
| <b>Closing Balance</b>                | 1,006,635               |

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

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

|                         | 2020 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 51,278                        |
| <b>Equity Total</b>     | 197,314                       |
| Equity - Aboriginal     | 1,500                         |
| Equity - Socio-economic | 23,585                        |
| Equity - Language       | 23,218                        |
| Equity - Disability     | 149,012                       |
| <b>Base Total</b>       | 5,633,458                     |
| Base - Per Capita       | 200,340                       |
| Base - Location         | 0                             |
| Base - Other            | 5,433,118                     |
| <b>Other Total</b>      | 456,315                       |
| <b>Grand Total</b>      | 6,338,365                     |

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

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 2020, out of approximately 1700 parents who were encouraged to respond to the Tell Them From Me - Parent Survey, the results of the 130 responses received by the school indicated;

- 70% of parents feel welcome. With a result lower than the NSW Government Norm by 4%, and a decrease from the school result in 2019 this result could reflect the impact of COVID-19 and a move into the new build where the culture of the school was disrupted.
- 60% of parents are informed. Within this topic, pleasingly 75% of parents agreed that the reports on their child's progress were written in terms they understood.
- 67% of parents support learning at home with 75% of parents praising their child for doing well at school.
- 70% of parents agree that the school supports learning with 76% of parents reporting that their child is encouraged to do his or her best work.
- 86% of parents reported that their child is clear about the rules for school behaviour which is a 13% increase from 2019.
- 84% of parents agree that their child feels safe going to and from school.

Analysis of the data indicated an outlier, an observation that lies an abnormal distance from other values within each of the perspective areas which may have distorted the statistical results.

As part of the situational analysis to inform the 2021-2024 Strategic Improvement Plan, key themes of focus for inclusion in the future school plan include inclusiveness, school supporting learning, parents are informed and parents feel welcome.

### Teacher Satisfaction

The Tell Them From Me - The Learning Bar survey has been used to report on feedback received by 36 respondents within the four dimensions of Classroom and School Practices. The survey indicated the following areas of strength;

- Leadership - 76% of teachers work with school leaders to create safe and orderly school environments with 69% reporting that school leaders have helped them establish challenging and visible learning goals for students.
- Collaboration - 86% feel they can discuss learning problems of particular students with other teachers and that teachers at CCNPS share their lesson plans and other materials.
- Learning Culture - 88% of teachers feel they set high expectations for student learning.
- Data Informs Practice - 86% of teachers reported that their assessments help them to understand where students are having difficulty with 83% using results from formal assessment tasks to inform lesson planning.
- Teaching Strategies - It was reported that 86% link new learning concepts to previously mastered skills and knowledge and 83% indicate they discuss with students ways of seeking help that will increase learning.
- Technology - 70% report helping students use computers or other interactive technology to undertake research.
- Inclusive School - 90% of teachers report establishing clear expectations for classroom behaviour and 86% strive to understand the learning needs of students with special learning needs.
- Parent Involvement - 83% of teachers report to working with parents to help solve problems interfering with their child's progress.

As part of the situational analysis to inform the 2021-2024 Strategic Improvement Plan, key themes of focus for inclusion in the future school plan include technology, parent involvement, leadership, data informs practice and inclusive school.

### Student Satisfaction

The Tell Them From Me - The Learning Bar survey reported results based on data from 327 students in Year 4, Year 5 and Year 6.

The following areas of strength were identified with a percentage higher than the NSW Government Norm;

- student participation in school sport (86%),
- students with positive relationships (89%),
- students with positive behaviour at school (89%).

As part of the situational analysis to inform the 2021-2024 Strategic Improvement Plan, key themes of focus for inclusion in the future school plan include; students feeling accepted and valued by their peers and by others at the school, student interest and motivation in their learning, and, student advocacy at school where students feel they have someone at school who consistency provides encouragement and can be turned to for advice.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.