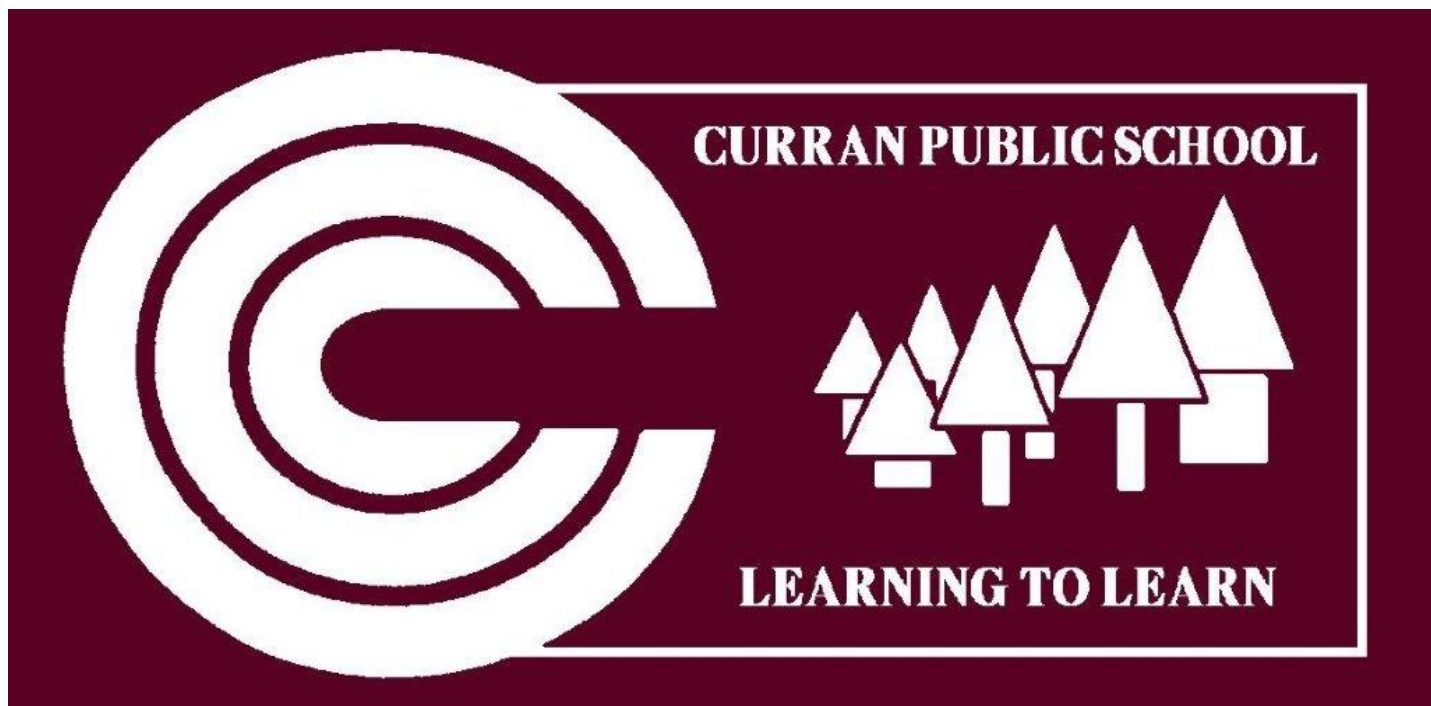


# 2020 Annual Report

## Curran Public School



4460

## Introduction

The Annual Report for 2020 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

---

Curran Public School  
Melaleuca Drive  
Macquarie Fields, 2564  
[www.curran-p.schools.nsw.edu.au](http://www.curran-p.schools.nsw.edu.au)  
[curran-p.school@det.nsw.edu.au](mailto:curran-p.school@det.nsw.edu.au)  
9605 4534

## School vision

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 descent being the largest cultural background. The school has a strong focus on preparing young students for their future. There is a Support Unit with seven classes. These classes are comprised of three Autism classes, three Autism/IO classes and one 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 as well as 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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

## 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.

#### 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)
<ul style="list-style-type: none"><li>• 100% of teachers valued the additional instructional coaching time provided to them every fortnight to look at student assessment against PLAN2, the High Impact Strategies and What Works Best document.</li><li>• Qualitative data shows teachers value having both individual instructional coaching time and team focused professional learning as it supported individual professional learning needs and collective teacher efficacy.</li><li>• Student work samples showed growth in our focus areas of understanding texts and number sense and algebra.</li></ul>	<ul style="list-style-type: none"><li>• Temporary teachers to release teaching staff so they can engage in one on one instructional conversations and cover executive to enable instructional conversations.</li></ul>

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 100% of families who watched and commented on their child's student growth conversation valued the process and how their child was able to explain and discuss both their academic and social achievements as well as articulate their own aspirational goals and how they are working towards it.</li></ul>	<ul style="list-style-type: none"><li>• Additional staff to release teachers to prepare for online student led Curran Conversations with students looking at their goals, aspirations and work samples. Teachers also utilised the time for the filming of conversations with students as conversations were uploaded for parents to comment through the Seesaw platform due to most families having connectivity issues with zoom.</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)

## Progress towards achieving improvement measures

- Due to the current pandemic the Community STEM Fair was unable to go ahead.
- Students shared their STEM learning journey via the online platform Seesaw.
- 100% of families who participated in the STEM challenges at home with their children valued the conversations involving both design thinking and problem solving processes.
- Student assessment data shows an up take of student use of meta language to address the thought processes reflective in the General Capabilities of critical and creative thinking and personal and social capability during learning tasks.

- STEM Equipment
- Staff to release teachers

## 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.

#### 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)
<ul style="list-style-type: none"><li>• 91% of our students showed significant growth in pre and post reflection surveys from well being group programs.</li><li>• 78% of our students have positive relationships.</li><li>• 88% of our students have a sense of belonging to our school.</li><li>• 100% of our Tier 3 students access individual plans, interventions and adjustments that meet their needs.</li></ul>	<ul style="list-style-type: none"><li>• Teachers to release PBL team to engage in professional learning around PBL reload with the PBL Network teams and to attend well being PL.</li><li>• Funding for professional learning on self regulation and trauma informed practices.</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.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Students from K-6 are identified and supported with appropriate transition processes.</li><li>• 100% of our families involved in our prior to school transition programs valued how our staff take time to build relationships and become familiar with our student's needs whilst supporting and providing a caring and nurturing environment for them.</li><li>• Purposeful staggered transition program was designed in partnership with the local high school over 3 days and was attended by all our Stage 3 students with both families and students valuing the focused transition process.</li></ul>	<ul style="list-style-type: none"><li>• Allocation of teaching staff to support and lead strong prior to school transitions with the Schools as Community Centre Facilitator.</li><li>• Release for teachers to facilitate transition pathways and programs with key stakeholders.</li><li>• Release for teachers to attend transition workshops and planning sessions with the local high schools.</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.

#### 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)
<ul style="list-style-type: none"><li>• The Strategic Improvement Plan was led by all members of the leadership team with each member leading different aspects of the Situational Analysis and collation of the data to inform the Strategic Improvement Plan.</li><li>• 100% of the staff valued the consultative and collaborative process of formulating the Strategic Improvement Plan.</li><li>• 100% of staff understand the components of the Strategic Improvement Plan and their role in achieving student impact.</li></ul>	<ul style="list-style-type: none"><li>• Release for teachers / leaders to participate in professional learning to support the leadership and implementation of the Situation Analysis and Strategic Improvement Plan.</li></ul>

**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)
<ul style="list-style-type: none"><li>• 100% of teaching staff are using the High Impact Teaching Strategies and What Works Best to drive the practices implemented to assist positive growth in student outcomes.</li><li>• Qualitative and quantitative data indicates a high level of professional reflection and a positive response where 86% of teachers value the inquiry model and have made changes in their practice as a response to engagement in the model.</li><li>• Qualitative and quantitative responses on tracking and analysing student data sources found 93.3% of teachers use student work samples to measure evidence of impact against the syllabus and literacy and numeracy progressions.</li><li>• School systems are currently undergoing evaluation and alignment as a response to the sharpening operational foundations tool. This process will be ongoing in 2021.</li></ul>	<ul style="list-style-type: none"><li>• Release for executive and teachers to engage in Instructional Leadership and coaching conversations.</li><li>• Release for executive to lead shoulder to shoulder team teaching and High Impact Plans with teaching teams.</li><li>• Additional School Administration Officer to support with realigning school operations.</li></ul>

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Teacher discussions of practice and assessment are reflective of the metalanguage in the High Impact Teaching Strategies document. 98% of</li></ul>	<ul style="list-style-type: none"><li>• Funding for professional learning days and release of teachers to work</li></ul>

## Progress towards achieving improvement measures

teachers valued the opportunity to apply practice in small student groupings with observations and feedback. Qualitative data showed teacher's application of Hattie's mind frames significantly assisted with change in practice in explicit teaching.

- 100% of teachers engaged in the professional learning regarding understanding the continuum of development in reading and writing for students, found the professional learning valuable in assisting with shifting their mindset and designing more appropriate learning tasks for students in Years 3-6 that meet their current learning needs.

closely with Instructional Leaders in small group application of practice with students where feedback is provided against the Australian Professional Standards, High Impact Strategies and using the work samples to look at next steps in alignment with syllabus and progressions documents.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>Teachers to release staff members to meet with the Glenfield Aboriginal Education team and design an Action Plan that addresses the need for teachers to engage in professional learning regarding planning for Aboriginal Perspectives and Acknowledgement of Country.</li> <li>Funding for a local Aboriginal Artist who will work with our students to design a new sport shirt that incorporates and acknowledges the Dharawal people.</li> </ul>	<ul style="list-style-type: none"> <li>100% of staff engaged in the Aboriginal Education PL increased their understanding of Acknowledgement of Country and how to respectfully approach the teaching of Aboriginal Perspectives.</li> <li>Staff engaged in a rigorous process of writing individual Acknowledgement of Country as well as work with their students using the knowledge and understanding of the Aboriginal Education Officer to teach students the significance of Acknowledgement of Country so that students can write their own.</li> </ul>
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>Funding used to employ an EaLD Teacher as well as contribute to an employment of a speech therapist to support students with syntax, vocabulary and sound articulation.</li> </ul>	<ul style="list-style-type: none"> <li>95% of Stage One students have moved from beginning to emerging phases on the EaLD scales.</li> <li>EaLD students are showing positive progress in the interacting and understanding texts elements of the Literacy Progressions.</li> </ul>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>Funding used to employ additional teachers and SLSOs to support targeted interventions for students.</li> <li>Employment of an external psychologist and music therapist to assist with the well being and learning needs of our students.</li> <li>Funding used to engage 'Top Blokes' to support our well being initiatives for boys.</li> </ul>	<ul style="list-style-type: none"> <li>Students identified using the NCCD receive identified support and intervention as outlined in their plan.</li> <li>92% of students accessing additional psychology support and music therapy report an increase in self value and self regulation.</li> <li>Students and families are accessing additional external support services more frequently at point of need.</li> <li>100% of 'Top Blokes' participants said they would use and apply strategies taught to help build healthy peer relationships and reach their full potential.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>QTSS funding was used to offset the cost of releasing Executive Leaders to provide weekly instructional coaching in assessment and practice as well as shoulder to shoulder support for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>100% of the leadership team valued the learning curve experienced as Instructional Leaders with 96% of teachers experiencing growth in their teaching practice.</li> <li>PLAN2 Data shows individual student growth in focus areas of creating texts and understanding texts.</li> </ul>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>Due to the global pandemic and students working from home, funding was used to purchase laptops, wifi dongles, extensive learning from home resources that included well being packs for our students.</li> <li>Funding was also used to upgrade play spaces under well being with new outdoor exercise and play</li> </ul>	<ul style="list-style-type: none"> <li>Purchase of 120 laptops and other technological equipment to assist with maintenance and use of the resources enabled 1:1 devices for all students where confidence in using online applications enabled our students to access online learning tools from home.</li> <li>96% of students valued access to up to date technology and are confident in navigating and applying cloud based tools for learning.</li> </ul>

<b>Socio-economic background</b>	<p>equipment to support active choices for our students and community.</p> <ul style="list-style-type: none"> <li>• Upgrade to the wifi system was also completed in 2020 to assist with connectivity so students can access mobile devices more readily in preparation for future circumstances where remote learning is required.</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase of 120 laptops and other technological equipment to assist with maintenance and use of the resources enabled 1:1 devices for all students where confidence in using online applications enabled our students to access online learning tools from home.</li> <li>• 96% of students valued access to up to date technology and are confident in navigating and applying cloud based tools for learning.</li> </ul>
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• Release time for teacher mentors to work with beginning teachers and provide shoulder to shoulder support in classes.</li> <li>• Funding used to meet targeted and purposeful professional learning as per PDP and school priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of early career teachers receiving funding are being supported through tiered systems.</li> </ul>
<b>Early Action For Success</b>	<ul style="list-style-type: none"> <li>• Funding used to employ a Deputy Principal EaFS to lead quality teaching practices across K-2.</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Principal EaFS continues to have a positive impact on student outcomes through building teacher and leader capacity in data driven approaches and evidence based practices using a tiered approach to professional learning.</li> </ul>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	135	141	131	138
Girls	131	124	121	117

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.1	89.5	89.1	86.1
1	93	89.9	89.2	85.3
2	92	91.8	88	82
3	92.7	89.4	92.4	83.3
4	91.8	90.4	87.1	80.6
5	89.6	88.7	90.8	84.3
6	90.8	90.2	89.4	82.2
All Years	91.3	89.9	89.3	83.2
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)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.07
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
Teacher ESL	0.2
School Administration and Support Staff	8.47
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, 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>	599,776
<b>Revenue</b>	4,884,785
Appropriation	4,753,390
Sale of Goods and Services	9,355
Grants and contributions	121,320
Investment income	520
Other revenue	200
<b>Expenses</b>	-5,182,097
Employee related	-4,289,949
Operating expenses	-892,148
<b>Surplus / deficit for the year</b>	-297,312
<b>Closing Balance</b>	302,464

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	44,050
<b>Equity Total</b>	990,927
Equity - Aboriginal	85,477
Equity - Socio-economic	578,056
Equity - Language	97,937
Equity - Disability	229,457
<b>Base Total</b>	2,895,471
Base - Per Capita	66,605
Base - Location	0
Base - Other	2,828,866
<b>Other Total</b>	480,258
<b>Grand Total</b>	4,410,705

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

---

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

### ***Community consultation provided the following information:***

- 96.2% of families surveyed found Curran Conversations focused on student learning and well being valuable.
- 100% of families who gave feedback to the school want to see more opportunities for all students to engage in learning about Aboriginal History and Culture including learning of the local Dharawal Language.
- 100% of families who gave feedback value high aspirations for their children and viewed school as a place that will give them opportunities to reach their full potential.

### ***Tell Them from Me Survey indicates the following:***

- 78% of our students have positive relationships.
- 88% of our students value school outcomes.
- 46% of our students would like to attend university.

### ***Drivers of Student Outcomes from the Tell Them from Me Survey***

- 8.1 positive teacher relationships
- 8.0 for effective learning time
- 7.9 indicated expectations for success

# 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.