

2020 Annual Report

Currans Hill Public School



4625

Introduction

The Annual Report for 2020 is provided to the community of Currans Hill 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

Currans Hill Public School
Tramway Drive
Currans Hill, 2567
www.curranshil-p.schools.nsw.edu.au
curranshil-p.school@det.nsw.edu.au
4648 5910

Message from the principal

This has certainly been a year of challenges. As a nation we have overcome bushfires, floods and a world-wide pandemic. When I think back on this year, I do so with great pride. Staff, students and the community have had to adapt to a new normal including learning remotely, conducting P & C, assemblies and staff meetings via zoom and navigating the coordinated mayhem of afternoon pick ups.

Almost overnight, staff had to learn to adapt to a new way of teaching and learning and design creative and innovative ways to connect and engage with students remotely during a time of rapidly changing expectations for schools. New guidelines were issued weekly, if not daily, by the Department of Health and Department of Education and yet the teachers at Currans Hill continued to work tirelessly to support our students and ensure that they maintained regular check ins with students and families through google drive, phone calls or opportunities to come to school for technology support for example. Parents reported that they felt well supported during this period and I thank the staff again for their ongoing commitment and care for our students.

Thank you also to our parents during this time for your support and persistence with navigating on line learning, the additional pressures on your family and the many restrictions that have been in place. I know that you are eager to join us on school site again next year and to be part of major school events such as our 20 year celebration.

Unfortunately, many of our planned events including the school concert, had to be cancelled due to COVID. Our students were unable to participate in many academic, sporting or cultural events that we normally enjoy but they remained resilient and managed to flourish regardless.

Our Learning and Support Team have continued to provide student support across the school through successful initiatives such as Minilit and speech programs for example whilst our Positive Behaviour for Learning Team have continued to develop engaging weekly lessons to explicitly teach expected behaviours as displayed on the new signage around the school.

More recently, staff have engaged in rich conversations about our new strategic directions for 2021-2024 which we shared with the P & C. Our focus will be on student growth and attainment in literacy and numeracy, student engagement and student wellbeing. A key aspect of the plan will be the appointment of a staff member as a wellbeing teacher 3 days per week as safety, wellbeing and engagement ARE the pre-conditions to ALL learning, performance and good function. We will continue to implement Visible Learning across the school and embed technology into the curriculum in new and innovative ways.

Despite COVID, it has been a wonderful year of achievements, learning and fun. Congratulations to our intrepid scientists who were finalists in the NSW STAN and BHP awards and also to Cate McCarthy who was named the zone 11yrs swimming champion. Many students also recorded Merits, Distinctions and High Distinctions in the ICAS assessments.

In addition to this, the school underwent External Validation in Term 3 and I am pleased to say, that our submission was

well received. Our review and critical evaluation of each evidence set against the School Excellence Framework was supported by the committee and will be used to inform our new Strategic Improvement Plan for 2021-2024.

Thank you to our Administration staff Mrs Martin, Mrs Flaherty, Mrs Mills and Mrs Stanley who managed a significant workload this year and continued to support the school with dedication. Their support of staff, parents and care of our students is commendable. Our Learning Support Officers also continue to ensure that all of our children are well supported and provided with essential learning opportunities and I thank them for the important role they play in our school.

Thank you also to the P & C. They were able to hold a Father's Day & Mother's Day Stall, Easter raffle and mufti day to raise some funds towards the installation of a new sound system for the hall. This is wonderful addition to our school and we thank you for your contributions and ongoing support.

Finally, I would like to commend our students for their continued efforts and resilience during what has been an exceptionally hard year. As teachers we have the privilege of being a part of your lives and of being allowed to contribute to your development and we look forward to an exciting year ahead.

Sandra Wilson

Principal

School vision

Currans Hill Public School nurtures positive respectful partnerships with its community in order to maintain a supportive yet challenging learning environment. We value innovation and collaboration while promoting equity and excellence to ensure all students become successful, confident and creative life long learners.

School context

Currans Hill Public School is located in the south west Sydney Region of NSW. In 2020 the school has an enrolment of 535 students with 21% having a language background other than English and 9% Aboriginal and Torres Strait Islander background. Learning and well-being are at the forefront of all that occurs at the school. Through the promotion of a climate of care, participation and excellence, the school prides itself on providing a rich curriculum for the students. Currans Hill has been recognised as a dynamic school community clearly demonstrating our motto Growing Together, Learning Together. Staff are committed to the continual improvement of school initiatives and ongoing professional learning to deliver high quality, innovative classroom programs. Opportunities exist for students in art, dance, music, sport, gymnastics, public speaking and student leadership. A learning support program for students in need of additional assistance caters for students' social, emotional and learning needs. Learning and Support, Speech Language Programs and English as an Alternative Language/Dialect initiatives complement the work carried out by classroom teachers in personalising programs to meet the needs of all students. The school has a special education unit with 1 multicategorical class (MC), 1 autism class (AU) and 1 intellectually mild class (IM). The school's facilities offer a fully equipped hall, air-conditioned classrooms, two covered outdoor learning spaces, a computer laboratory, interactive whiteboards, a range of mobile devices including iPads and an extensive library. An Out Of School Hours care facility is also provided for our community.



Year 4 Camp to Teen Ranch 2020

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Visible Learning

Purpose

Teachers are empowered, through ongoing professional learning, to know their students' strengths and needs well and to engage them in learning through a range of innovative, research based pedagogies in line with syllabus documents. Together we are reflective, collaborative, adaptive, motivated life long learners.

Improvement Measures

An increase in visible learning strategies measured through a visible learning matrix.

Increased proportion of students in the top two NAPLAN bands for literacy and numeracy from 2017 baseline data.

Increased value -added results in Literacy and Numeracy

All students contribute to the identification of individual learning goals and monitoring of success criteria.

Progress towards achieving improvement measures

Process 1: Collaborative planning: Promote a positive coaching culture to identify student learning needs throughout consistently collected data and collaboratively plan and program to address them.

Evaluation	Funds Expended (Resources)
<p>During 2020 , collaborative planning time was allocated to increase opportunities for stage teams to meet and engage in Spirals of Inquiry or Learning Sprints to improve literacy and numeracy aquisition and improve student outcomes in the focus areas. Stage teams met regularly to check on student progress, identify students at risk and clarify teaching areas for further discussion and professional development. Each spiral had a clear focus and short term goals were set and evaluated.</p> <p>Our Instructional Leaders worked with teachers on new or progressive school initiatives incorporating key ideas from professional learning sessions with our Literacy consultant Jann Farmer Hailey. Stage teams engaged in professional learning on the explicit teaching of tools as 7 steps for Writing Success and reciprocal reading which ensured improved consistency of teaching in these areas . Targeted planning for the Numeracy progressions in Additive Strategies also occurred.</p> <p>Program surveys and student results in focus areas were regularly anlysed for growth. There were improved results in the focus areas of Writing yrs 3-6 whilst number sense needs further investigation against progressions and the new SENA number assessment.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$49415.00)

Process 2: Teacher professional learning: Ongoing, embedded professional learning practices in literacy and numeracy in order to embed evidence based teaching practices for quality teaching and improved student outcomes.

Evaluation	Funds Expended (Resources)
<p>Staff Performance Development Plans (PDP) were collected and evaluated against school priority areas and evidence of growth and improvement. 100% of PDPs reflect a commitment to a school focus area and all show evidence of improvement and professional growth. Staff continued to have the opportunity to engage with a literacy consultant as part of a community schools focussed on continuous improvement of teaching and learning and Instructional Leaders attended regular master classes to build their professional knowledge and improve student outcomes in Writing in line with our school priorities. Despite COVID, teams continued to collaborate and</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$38358.00)

Progress towards achieving improvement measures

engage in online professional learning to ensure consistent practices were implemented across the stage and that student progress was tracked and monitored.

Process 3: Visible learning pedagogy and practice: To ensure teachers and executives understand and utilise current research based best practices in visible learning, with a focus on high expectations and developing self-regulated learners.

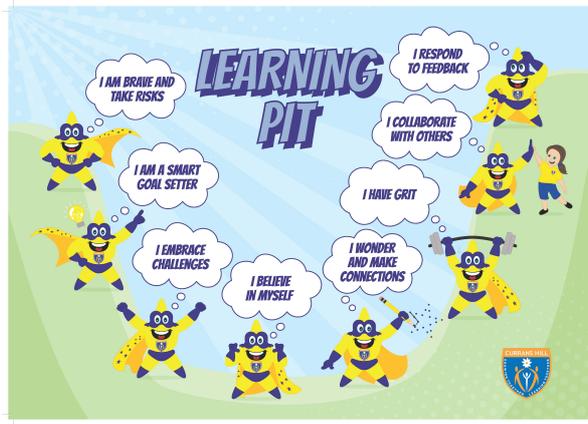
Evaluation	Funds Expended (Resources)
<p>The Learner Dispositions designed in 2019 were published and weekly lessons were developed. Surveys indicate students are beginning to implement some Visible Learner qualities into daily routines. The language of learning is evident in all classrooms and posters clearly displayed across the school and referred to during school assemblies and in the newsletter. Teachers are experimenting with Visible Learning techniques in class. Book marks on each of the Learner dispositions agreed upon and printed for distribution in 2020. Learning Intentions/success criteria is clearly evident in 74% of teacher programs. Student end of year surveys and walk through data indicates that students are becoming assessment capable learners who respond to feedback and set goals and understand the next steps in their learning. Four staff attended the three day virtual Visible Learning Conference in Term 4.</p>	<ul style="list-style-type: none">• \$5000 for Visible Learning Resources. \$10,000 for contracted service fees with Corwin <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

Process 4: Data monitoring: The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data. Learning goals for students are informed by this data analysis and progress towards goals monitored through the collection of quality, valid and reliable data in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>A new draft school-wide data collection schedule has been implemented. A range of quality assessment tasks linked to the National Progressions are completed by students and analysed by class teachers at stage collaboration and Spirals of Inquiry meetings to monitor student progress and to set the direction for teaching programs. The Instructional Leadership Team meet each Friday to ensure assessment data is used systematically to monitor learning and inform teaching.</p>	

Next Steps

Our challenge will be to ensure that our current Visible Learning processes and practices are sustained and that staff see the alignment between these practices and those outlined in the department's What Works Best document. We need to further develop our Instructional Leadership model to ensure staff walkthroughs, classroom observations and mentoring remains focussed on implementing consistent high quality teaching and learning and that teachers can reflect on their own practice and use data to measure the impact of their teaching on student learning. We want to continue to promote a culture of high expectations and ensure that every teacher is supported to demonstrate their ability to plan and implement evidenced based practices and that professional learning is current and aligns to the identified needs of staff and students.



What makes a good learner?

Strategic Direction 2

Innovation and Inquiry

Purpose

To develop future focused, independent, curious learners who think critically and creatively when facing challenges. Educators are embedding evidence driven innovative and inquiry -based practices and develop learning environments to optimise student success.

Improvement Measures

Increased proportion of students in the top two NAPLAN bands for literacy and numeracy from 2017 baseline data

Increased value -added results in Literacy and Numeracy

Improved teacher capability in effectively embedding future focussed learning tools to enhance student learning.

All staff teaching and learning programs reflect inquiry based learning practices.

An increased amount of learning environments/spaces are future focussed and designed to promote improved student engagement.

Progress towards achieving improvement measures

Process 1: Learning environments: Indoor and outdoor learning spaces will promote student engagement and future focused learning strategies.

Evaluation	Funds Expended (Resources)
<p>In the beginning of 2020 the Kindergarten outdoor learning space was completed. The space has been utilised by classes in weekly sessions with outdoor investigations planned in conjunction with our Play Based Learning programs. Students have enjoyed exploring the space and using the different spaces.</p> <p>Plans for improving the Demountable areas has been staff surveyed to address the needs of the students and staff. The area was concreted for increased movement in the areas and to give the classes space to line up. Due to COVID 19 restrictions plans for flower beds, seating and painting have been put on hold for the future.</p> <p>Playground spaces have been maintained throughout the year. New sandpit toys were introduced into the area and very enthusiastically received by students.</p> <p>A sun shelter for the playground Games area is being investigated with grants being sought out to assist funding.</p> <p>Areas were assessed around school in order to concentrate improvements in appropriate areas. Plans were researched and created. Quotes were obtained and items purchased for major works.</p>	\$20,000 plus school grant

Process 2: Innovative practices: Students will engage in innovative learning including STEAM, coding, robotics, digital classrooms and portfolios and other innovative applications and software.

Evaluation	Funds Expended (Resources)
Digital portfolios are now being used in a widespread manner across the school K-6. Community have embraced the opportunity to engage in their child's learning in real-time and value the digital portfolios their children are producing.	\$80,000 for technology and cabling.

Progress towards achieving improvement measures

Robotics kits were purchased for use across the school. I pads were purchased to upgrade student access in all classrooms. Ipad minis were purchased and rolled out to all staff.

Techsperts have been trained through internal and external opportunities to develop their leadership, coding and robotics skills. They have worked with peers and small groups to lead the implementation of WeDo2 across the school.

The school cabling was updated to improve connectivity and a new server installed in addition to 3 new laptop trolleys and ipads to ensure equitable access to technology across the school.

Process 3: Effective use of ICT: Technology and learning spaces are utilised to enhance student learning with equitability of access.

Evaluation	Funds Expended (Resources)
Extensive opportunities for Teacher Professional Learning (TPL) in effective and authentic implantation of ICT across the curriculum occurred. This has occurred through Techie Brekies, Staff Development Days and the new Scope and Sequence document designed to support program implementation.	

Process 4: Inquiry Learning: A range of technological and inquiry based learning pedagogies are implemented within a differentiated learning environment.

Evaluation	Funds Expended (Resources)
<p>A staff member has been appointed to the RFF for digital technologies as part of the timetable. This has enabled a majority of the classes to be engaged in programs using the scope and sequence.</p> <p>Play Based learning practices and timetabling for Year One has been implemented. Staff trained with the IL and the IL has supported this in the classrooms with modelling.</p> <p>Kindergarten have continued training and developed further skills for development.</p> <p>The first Spirals of Inquiry began with looking at Play Based practices in Kindergarten and Year 1. Unfortunately due to COVID 19 Restrictions further spirals were cancelled.</p> <p>Year 1 staff attended a TPL with Walker Learning which was conducted online via Zoom. Staff fed back what they had learnt and embedded this into classroom practices.</p> <p>Staff attended Walker Learning TPL on Learning Environments. This TPL was an extension of the training from 2019.</p> <p>Spirals of Inquiry was postponed due to COVID 19 restrictions. Team informally worked on utilising the space outdoors to bring Investigations outside.</p>	

Next Steps

Going forward, we would like to have a more focussed approach to student engagement through the expansion of inquiry learning utilising Project Based Learning pedagogy in years 3-6. We will implement the Gifted and High Potential policy and explore a wide range of opportunities to motivate and engage students in their own learning including the development of learning spaces and leadership opportunities across the school. We will undertake a review of our ICT scope and sequence and utilise the expertise of staff to appoint a digital coach to mentor teachers and support students.



A Day of Kindergarten

 **Currans Hill Public School**
19 October 2020

We can't wait to meet our new kindergarten students for 2021.
Here's a sneak peek of some of the awesome things we learn about at Currans Hill.

  13 2 comments

 Share

Designing and Making as part of Investigations

Strategic Direction 3

Partnerships

Purpose

The school engages in strong collaborations between students, staff and community that fosters positive, respectful relationships through a holistic, collective responsibility for student learning and success. Teachers collaborate to share and embed good practice to ensure continuous improvement.

Improvement Measures

School progression on School Excellence Framework survey

Increased proportion of all stakeholders who have improved skills in collaboration above state norms, as measured against the TTFM

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school

Increased number of parents attending workshops and school events

Progress towards achieving improvement measures

Process 1: Well-being programs: Embedded social-emotional lessons across K-6. Well-being policies and procedures reviewed and enhanced to ensure student engagement, improved attendance and well-being.

Evaluation	Funds Expended (Resources)
Staff presented STAR award changes to P&C and reviewed practices with staff to ensure consistency across the school K-6. An overview of Positive Behaviours for Learning (PBL) was published to the wider community. Information was regularly distributed to parents through the newsletter and on the school website. Two NDIS workshops were held at CHPS with service providers to support parents within the broader community. The Home-School Consultation Group and Wellbeing committee met to reflect on new ways to strengthen home-school connections. Parent information session on the new reporting systems at CHPS was held. Flipped classrooms were uploaded to Facebook page and website during Learning from Home. The Community Liaison Officer (CLO) regularly updated the website with current events and celebrations. The School Information booklet was updated for Kindergarten Orientation. The Tell Them From Me (TTFM) survey was collated and analysed to inform the new school plan.	• \$10,000 PBL signage and resources

Process 2: Professional networking and learning communities: A variety of professional learning networks across a variety of local schools will be established to improve staff knowledge, skills and expertise. Aboriginal Education connections across local network of schools will be enhanced and strengthened. Transition programs will be expanded and enhanced at school entry and exit points to improve student outcomes and achievement across settings.

Evaluation	Funds Expended (Resources)
Twenty Three Support Unit staff from Eldersile P.S., Camden South P.S., Oran Park P.S., Spring Farm P.S and Currans Hill P.S. met to connect and collaborate on general matters of teaching in a Support Unit. Macarthur Support Unit Network meeting was held in Term 2. Three staff regularly attend Narellan AECG each Term to share ideas and improve opportunities to strengthen Aboriginal education. One staff member was elected Vice President and attended Regional meetings .	

Process 3: Communication and parent engagement: A Community Liaison Officer will be utilised to ensure effective home school communication and parental engagement across a broad range of school

Progress towards achieving improvement measures

Process 3: operations. Increased communication of learning with parents through digital portfolios and effective reporting. Provision of information and workshops to develop parental skills and understandings so that they can support school based teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>2020 was a particularly busy year for the partnership committee and staff had to create new and innovative ways to stay connected with the school community during COVID. A Seesaw policy was developed and Seesaw is now being widely used in all classes to store student work samples. The AP ES1 has shared information to all staff about ways to utilise Seesaw in the classroom and to support learning at home. All students have been taught how to upload their own work via Seesaw so that parents and caregivers can take part in their learning journey. Work is being uploaded regularly for parents to see.</p> <p>During COVID, Staff maintained connections with their students through daily check ins on Seesaw or Google and also called parents regularly to check on student wellbeing and progress.</p> <p>Our CLO published a weekly overview of "what's on" on Skoolbag and also updated the school website.</p> <p>The Learning and Support Team sent home letters to students receiving support and published information in the newsletter about their role. Information about NDIS providers supporting students at school was also published in the school newsletter.</p> <p>A Learning from Home hub was created to assist parents with home learning as a result of COVID 19. This was a one stop access point for information dissemination. The media team uploaded videos via the newsletter and facebook to support student learning at home eg maths parent/student and "how to " guides on how to access Google, apps and Seesaw effectively as well as coverage of school events so that parents would feel connected.</p> <p>Parent teacher interviews and a Kindergarten Information Night were held just prior to COVID but after this , meetings were held via Zoom, phone call or in some circumstances face to face to discuss student progress.</p> <p>The LST prepared personalised learning packs for identified students and made some home visits. The TTFM was promoted and parent participation encouraged through the use of incentives. The Department of Education's new Maths Parent Hub was promoted by the school.</p>	<ul style="list-style-type: none"> • Community Liaison Officer \$11,327. • Administration costs \$2000

Next Steps

Wellbeing continues to be a priority at Currans Hill Public School. School data indicates that we are seeing an increased number of students presenting with trauma and anxiety. Subsequently, we want to implement a number of positive approaches to wellbeing including Smiling Minds and Zones of Regulation to ensure our students are settled and alert for learning. In addition to this, we want to expand our Student Wellbeing Officer program and ensure staff have the necessary skills to support students with complex needs in line with the Wellbeing Framework. We want to continue to work in partnership with parents to ensure every child is known , valued and cared for and that they have every opportunity to connect, succeed, thrive and learn in a safe and harmonious learning environment.



Our School Captains Lily and Max laying a wreath for ANZAC day in our new Commemorative Garden.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$51 951.00) 	<p>As a result of COVID, some planned activities were unable to go ahead such as Yarn Up and MAK day or had to be modified to meet restriction guidelines. Equity funds were used to release a staff member two half days per week to collaborate with staff, students and parents to design and monitor Personalised Learning Pathways and to track and monitor student attainment in literacy and numeracy. In addition to this, funds were also used to employ an Aboriginal Education Officer two days per week to support students identified as needing additional support and to assist with the implementation of cultural programs such as Kanga Kids and the care of the Bush Tucker garden. A virtual NAIDOC assembly was created by the Aboriginal Education Committee and Media team to share with students and parents via social media and additional resources were purchased to support the teaching of Aboriginal histories and culture across the curriculum. Staff continued to regularly attend local AECG meetings via zoom and one staff member was elected Vice President. Two students were acknowledged at the Aboriginal Education Awards including one who received the prestigious KARI all rounder award. The Tell Them From Me Survey indicated that 95% of Aboriginal students in years 4-6 feel good about their culture.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$45 139.00) 	<p>A teacher was employed for two and a half days per week to work specifically with our English as a Second Language or Dialect(EAL/D) students. The predominate focus was on Early Stage One/Stage One students. Good progress was achieved with our Beginning and Emerging phase students. The EALD teacher engaged in team teaching with the early stage one and stage one teachers to reinforce literacy skills within the classroom. The MiniLit program was utilised to extend students in stage 1 & 2 to assist students with phonemic knowledge ,vocabulary expansion and comprehension . Due to COVID, whole school events such as Universal Children's Day and Harmony Day were scaled down and celebrated at stage or</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$72 156.00) • Low level adjustment for disability (\$149 142.00) • Integration funding support (\$108 994.00) 	<p>The school provides a comprehensive range of programs to support students with additional learning and behaviour needs. Three Learning and Support teachers coordinate and develop programs in consultation with classroom teachers, executive staff, school counsellor and members of the Learning and Support Team. A 3 tiered 'response to intervention' framework has been developed to guide and inform classroom teachers of the types of support that will best meet the learning needs of their students. As part of the referral process, teachers are released from class to meet with the Learning and Support teachers</p>

Low level adjustment for disability

Funding Sources:

- Low level adjustment for disability (\$72 156.00)
- Low level adjustment for disability (\$149 142.00)
- Integration funding support (\$108 994.00)

to discuss identified students . Recommendations and assistance is provided to classroom teachers about curriculum differentiation, program adjustments/resources and teaching strategies that can be implemented in the classroom for these students.

Students requiring more intensive intervention and specific remediation participate in small group programs that provide systematic and explicit instruction dependant on their needs. The Macquarie University 'MiniLit'and 'Macqlit Programs' are used as the primary intervention for students identified as not achieving the desired reading outcomes. It specifically targets the areas of letter/sound knowledge, fluency, vocabulary and comprehension. Cumulative assessments are built into the programs to allow for continuous assessment, to ensure the needs of students are being met. Due to COVID 19 the continuity of the program was disrupted during Term 2 although a large number of students still accessed the program in Term 3 and 4.

An explicit Phonemic Awareness program has been developed for students in Kindergarten who have been identified as not meeting expected reading outcomes. They participate in small group interventions delivered by LAST's and SLSO's before commencing year 1. Students with complex learning difficulties,who require substantial curriculum adjustments, had individual learning plans/programs developed.

Six School Learning and Support Officers were employed to support the inclusion of students with disabilities in mainstream classrooms, as well as assist in the delivery of support programs K-6. They also work in classrooms to support the teacher and students in Literacy and Numeracy, working with small groups or individuals. SLSO's are trained in how to implement specific programs.. Support to students is also provided in the areas of receptive and expressive language,fine motor development and social skills.

A speech pathologist and Occupational Therapist was employed 1 day each term to conduct assessments on identified students. Results are reported to parents and used to develop programs for students that target their specific area of need.

'Lunch Club' is a lunchtime play program that has been developed to assist students self - regulate their playground behaviour and improve their social interactions in line with the schools PBL initiative. Classroom teachers and executive refer students to'Lunch Club' for a designated amount of time. Students can also self-refer to 'Lunch Club'for times when they are feeling

<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$72 156.00) • Low level adjustment for disability (\$149 142.00) • Integration funding support (\$108 994.00) 	<p>overwhelmed by the playground, or need time away in a supported environment. Learning and support programs operate out of a designated learning space. Up to 20 students at a time can be involved in programs delivered by LAST's and SLSO's.</p> <p>The school Learning and Support Team meets weekly and plays a key role in overseeing and coordinating all support programs and initiatives across the school. The learning and support team use information provided by classroom teachers to determine the best way to support students. These can include inclusion in school based support programs, developing individual learning plans, referral to outside agencies (speech pathologists, OT, familywelfare assistance), applications for Integration Funding support and placement into a support class. During COVID, the LST prepared individual Home Learning Packs for identified students, assisted with moderating Home Learning tasks on line and also monitored student attendnace to ensure student and family wellbeing was being closley monitored.</p> <p>The Learning and support team is committed to ensuring the needs of all students in the school are being met. This is achieved by collaborative planning and consultation process between teachers, support staff and parents.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$106 929.00) 	<p>The Quality Teaching, Successful Students (QTSS) funding initiative is in place to ensure that all primary students benefit from high quality evidence-based teaching and learning practices that best meet the full range of student needs.</p> <p>At Currans Hill Public School the funding employs staff to provide release time for school executive and highly experienced or expert teachers to establish consistent, collaborative practices that promote improvement in student outcomes. QTSS time is used across all Stages K-6, allowing teachers to work together and learn from each other through lesson observation and feedback. In 2020 we have consolidated the use of consistent Lesson Observation and Feedback as well as using data to identify areas of need. Teachers then identify focus children and design lessons and track and analyse the effectiveness of teaching.</p> <p>Proformas, that are used as evidence to show growth in areas identified in individuals Performance and Development Plans. Further, it has been used to ensure our Strategic Directions of Visible Learning and Innovation and Inquiry are being effectively implemented in classrooms K-6 with evidence and data collated demonstrating significant improvement in pedagogical practice in these areas. The flexible time has also allowed</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$106 929.00) </p>	<p>school executive to establish mentoring and coaching practices to help individual teachers with identified specific issues, resulting in improved student well-being practices and engagement.</p>
<p>Socio-economic background</p>	<p>Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$492 369.00) </p>	<p>Socio economic funds were utilised to employ additional staff as Instructional Leaders to support staff with analysing and using data to inform their teaching practice and to lead professional learning to improve teacher effectiveness and understanding of current pedagogy in line with the What Works Best document. Instructional leaders facilitated collaborative conversations, often via zoom due to COVID with stage teams to monitor student progress and performance and ensure staff were utilising high impact teaching strategies and consistent teaching practices and routines to meet whole school improvement measures.</p> <p>In addition to this, funds were utilised to employ additional SLSO's to provide school based support and assistance for students which was particularly important during COVID when learning routines and school structures were disrupted. We employed three Learning and Support Teachers and also purchased a large number of laptops, iPads and robotics to ensure students had equitable access to engage in Learning from home and to access the curriculum in new and innovative ways.</p>
<p>Support for beginning teachers</p>		<p>Early Career Teachers (ECT) continued to be supported through mentoring by our Instructional Leaders. One Staff member completed accreditation in 2020. Executive staff utilised QTSS and staff collaboration time to meet with ECT to ensure they were well supported to meet the individual learning needs of their students and had the opportunity to develop deep knowledge and application of all syllabus documents. Consistent school wide practices such as lesson observations, spirals of inquiry and data talks were utilised to evaluate the effectiveness of their teaching, learning and assessment practices and to ensure they were using research based pedagogy to improve student learning and achievement.</p>



The Kindergarten playground created in 2020

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	288	282	289	272
Girls	305	295	289	263

Student enrolment numbers have continued to fluctuate and meetings were held with the Department demographers to discuss our enrolment catchment area and border with Gledswood PS. Our 2020 Kindergarten cohort was one of the smallest in recent years but anticipated kindergarten numbers for 2021 are 90.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.8	94.9	95	92.5
1	93	93.9	95.4	93.9
2	95.3	93.7	94.7	94.1
3	94.9	94.1	94.7	91.4
4	93.7	94.3	95.2	91.9
5	92.9	93.3	95.2	89.8
6	93.2	91.9	93.6	93.6
All Years	93.8	93.7	94.8	92.5
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.



Our Kindergarten students celebrating 100 days of learning!

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	19.91
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.96

*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	527,159
Revenue	5,465,269
Appropriation	5,333,937
Sale of Goods and Services	21,983
Grants and contributions	108,057
Investment income	1,291
Expenses	-5,583,967
Employee related	-4,928,441
Operating expenses	-655,525
Surplus / deficit for the year	-118,698
Closing Balance	408,461

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	91,186
Equity Total	543,014
Equity - Aboriginal	50,645
Equity - Socio-economic	218,905
Equity - Language	53,303
Equity - Disability	220,161
Base Total	4,184,515
Base - Per Capita	144,596
Base - Location	0
Base - Other	4,039,919
Other Total	420,627
Grand Total	5,239,342

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

Tell Them From Me data indicates that over 80% of parents would recommend the school to other parents and 94% said their child was enrolled in their first choice of public school. Parents stated that they felt well supported throughout the COVID learning from home period particularly in relation to resources with 87% of parents saying that the school ensured all students had access to technology to be able to complete online learning. Over 70% of parents felt well informed during learning from home and had regular contact with the school via seesaw, Skoolbag, phone or the newsletter. Over 90% of parents felt that the school was well maintained and that the physical environment was welcoming and easy to access. Parents found the school newsletter, Facebook page and seesaw useful forms of communication about school news and acknowledged that the school had sought their input or opinion on areas such as school planning, policy and curriculum delivery. 85% of parents felt that their child had a clear understanding of the rules for expected behaviour and that their child was encouraged to do their best by staff. 83% of parents stated that the administration staff were helpful when they had a question or problem and staff listened to concerns they had.

88% of staff talked to their colleagues about strategies to increase student engagement and support for students experiencing learning problems. Staff felt that their colleagues were willing to share lesson plans and other resources and that they could discuss their learning goals with other teachers as part of collegial conversations. Staff stated that school leaders had provided guidance on monitoring student progress and that they had high expectations for student learning. Staff felt that ongoing assessments helped them to understand where students were having difficulty, informed their lesson planning and were used to assist students with setting challenging learning goals. Over 80% of staff felt that students had opportunities to use computers and other interactive technology to analyse, organise and present subject matter. Over 90% of staff felt that they established clear expectations for classroom behaviour and that students had a clear understanding about what they are expected to learn.

89% Students in years 4-6 who completed the survey actively participated in school sport compared to 83% of the state. Over 80% of students felt they had friends they could trust and who would encourage them to make positive choices and that they tried hard to succeed in their learning. Over 90% of students value school and a large proportion feel teachers are responsive to their needs and encourage them. Students feel that staff emphasise academic skills and hold high expectations for all students to succeed. Most students felt proud of their school and knew where to go for help if they believed they were being bullied. Students felt that the school was clean and well looked after and that they were well supported during the learning from home period. They were given clear instructions and regular feedback by their teacher.



The School Swimming Carnival was held at Camden Pool in Term 1.

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.