

2021 Annual Report

Curlewis Public School



1712

Introduction

The Annual Report for 2021 is provided to the community of Curlewis Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Curlewis Public School

Goran St

Curlewis, 2381

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

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

6744 1239

School vision

Curlewis Public School's vision is to provide high quality inclusive educational experiences that allow all students to reach their full potential. At Curlewis Public School every student is known, valued and cared for.

School context

Curlewis Public School (CPS) is a K-6 co-educational school. Our school is well resourced and is set in spacious grounds within the rural village of Curlewis. The nearest regional centre is the township of Gunnedah, located 19 kilometres to the North on the Oxley Highway.

In 2021, Curlewis Public School had a student population of 62. This number has steadily increased over the past 5 years. It is predicted that student enrolments will remain consistent for the next 3 years. Of these enrollments; 52% of students identify as Aboriginal, 7% are English As a Second Language (ESL) and 30% travel to school from Gunnedah. In the current 2021 cohort, 57% of students commenced Kindergarten at CPS and 43% enrolled at a later stage.

Students at Curlewis Public School have continued to perform well in NAPLAN in reading and writing with both Year 3 and Year 5 making expected growth and attaining scores above similar schools. Students are currently not making the same growth in Mathematics, particularly from Year 3 to Year 5. Curlewis Public School has met the NAPLAN Top 2 bands in both Reading and Numeracy and is close to meeting the Value Add (3-5) target.

Attendance at Curlewis Public School has been consistent over the past 3 years with an average of 93%. Our Aboriginal student attendance is on par with our overall attendance. School suspension rates have significantly decreased over the past 5 years with no suspensions recorded in 2020.

Our school continues to receive a significant boost in funding through the Resource Allocation Model as a result of our Aboriginal enrolment numbers and the school's family occupation and education Index (FOEI) level of 150, which is above the average of 100, thus indicating a high level of socio-economic disadvantage. Our FOEI has however, decreased over the past 3 years.

Curlewis Public School has a diverse range of staff. All teachers participate in weekly professional learning and are part of the educational leadership team. The staff have remained consistent over the past 2 years. It is predicted that staff will remain consistent in 2021. Our staff are focused on delivering best practice teaching, continually refining their skills to meet the current needs of students.

Curlewis Public School has a strong focus on student well-being. Our school values are respect, responsibility and do your best. A chaplain is currently employed 2 days a week and runs Rock and Water with K-6 and BRAVE with Year 6 students. The Resilience Project; Gratitude, Empathy and Mindfulness is also a major program to support student well-being. In 2021 Aboriginal funds will be used to employ an Aboriginal Education Officer 1 day a week.

Through our situational analysis, we have identified the need to use data driven practices to ensure all students access point of need learning opportunities. Assessment and differentiation have been identified as key initiatives to ensure point of need teaching. Through NAPLAN and school based assessment we have identified system-negotiated target areas in Reading and Numeracy. Our situational analysis also highlighted the importance of creating systems to better support community and student well-being. Student and community hubs have been identified as key initiatives for this focus.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

We will focus on embedding individual learning needs and enhancing student engagement to create a learning culture of high success that will result in an increase in student growth and attainment in reading, writing and numeracy.

Teachers will work collaboratively to enhance classroom practices and teaching and learning programs, through the effective use of data, feedback and assessment that will result in whole school quality and explicit teaching practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Focus on Students and Teaching

Resources allocated to this strategic direction

Low level adjustment for disability: \$1,000.00

Socio-economic background: \$101,500.00

Early Action for Success (EaFS): \$88,000.00

Integration funding support: \$66,000.00

Summary of progress

In 2021 we had a whole school focus on building the capacity of staff in teaching Mathematics, the keys areas were creating a streamlined scope and sequence that linked with the numeracy progressions and Mathematics Syllabus and was easily differentiated to meet the weekly needs of all students. In the beginning stages, the school leadership team supported staff in analysing student achievement data using both internal and external sources. Professional learning on differentiating the Mathematics curriculum was then provided to all staff. This included quality teaching practices in numeracy and the importance of using data to design class, group and individual learning. Teachers shared resources on what quality teaching in numeracy looks like, collaboratively designed and delivered lessons, observed each other's practice and provided professional feedback. Teachers found this approach to be extremely valuable with every teacher reporting an increase in knowledge and expertise. As a result, this structure will continue as we move forward into next year. Additionally, we will develop an 'induction pack' for new staff so they can familiarise themselves with the way we support students.

Data analysis was incorporated into staff meetings and staff have acknowledged the value of participating in extensive professional learning on collecting, tracking and monitoring student progress data, particularly in relation to PLAN2 and the learning progressions. Assessment tasks have been refined to better match syllabus outcomes and comparative results from the start of Term 2 to mid-Term 4 indicate considerable improvement in student achievement in Mathematics. This has put us on track to achieve our annual progress measures.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Maintain the percentage of students achieving in the top 2 bands in Reading (21.43%)	• 38% of students are now in the top two skill bands (NAPLAN) for reading indicating achievement of the annual progress measure.
• Maintain the percentage of students achieving in the top 2 bands in numeracy (28.57%) (3 students)	• 15% of students (2 students) are now in the top two skill bands (NAPLAN) for numeracy, indicating progress toward the annual progress measure.
• Increase Expected Growth in Numeracy Y3 - Y5 33% - 45%	• The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy is 100% indicating achievement of the annual progress measure.
• Increase Expected Growth in Reading Y3 - Y5 33% - 45%	• The proportion of Year 5 students achieving expected growth in NAPLAN reading is 100% indicating achievement of the annual progress measure.

Strategic Direction 2: Student and Community Wellbeing

Purpose

Will focus on embedding a whole-school approach to student well-being and engagement where there is a collective responsibility for student learning, behaviour, well-being and success.

We will focus on creating a culture where families and the school share responsibility for student learning and well-being. We will work together to create positive attitudes to learning, develop shared understandings of how children learn and learning programs, and build on families' capacity to support learning at home.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Focus on Students
- Focus on Parents

Resources allocated to this strategic direction

Socio-economic background: \$7,000.00

Summary of progress

In 2021 we had a whole school focus on student behaviour and wellbeing - focusing on the school values. In Term 1 the learning and support team created a data base using jot forms to record negative student incidents. All staff were able to easily record negative student incidents from both the classroom and playground and the information was then sent to the school executive. This system was used for the entire year and after analysis a number of changes will be made in 2022. This will include; teachers entering all incidents - not just those referred to the executive. This will allow students who continually have low level negative incidents to be identified, tracked and supported. In Term 1, 2022 all referrals will be analysed by executive to determine consequences to ensure these are consistent.

Another focus of 2021 were school values. A whole school focus on school values saw classes meeting once a fortnight to explicitly teach the value. Signs were also purchased to display values around the school. The implementation of values across the school resulted in a 15% decrease in student behaviour from 2020 - 2021. Further focus in 2022 will be in involving the community in the school values.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
TTFM Survey Sense of belonging: improvement in the percentage of student reporting positive outcomes to be at or above state average (2020 70%)	76% of students reported positive outcomes in TTFM survey in relation to belonging at school, indicating achievement of this annual progress measure.
• TTFM Survey Advocacy at school: improvement in the percentage of student reporting positive outcomes to be at or above state average (2020 84%)	100% of students reported positive outcomes in TTFM survey in relation to advocacy at school, indicating achievement of this annual progress measure.
• Developing in all areas of the connect learning at home and school domain.	We are developing in 75% of the areas 'Connecting Learning at Home and School' on the School Assessment Tool, indicating we are working towards achievement in this annual progress measure.
• Over 80% of students have an attendance rate of >90%	80% of students K-6 have an attendance rate of over 90%, indicating achievement of this annual progress measure.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$108,500.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Curlewis Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focus on Parents • Focus on Students • Focus on Students and Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • employment of external providers to support students with additional learning needs • additional staff release to build staff capacity (professional learning, coaching/mentoring) <p>The allocation of this funding has resulted in: The creation of a whole school wellbeing/behaviour tracking system. Teacher's surveyed have advised that they find the behaviour jot form easy to use and accessible. The executive are able to track individual student behaviour.</p> <p>After evaluation, the next steps to support our students with this funding will be: I: Further analysis on the consistency of teacher use of jot form required. As well as analysis on consequences.</p>
<p>Aboriginal background</p> <p>\$83,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Curlewis Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • employment of specialist additional staff (Speech Therapist) to support Aboriginal students <p>The allocation of this funding has resulted in: Speech Therapist: Data shows that students who accessed Speech therapy over the past 12 month have continued to make progress in all areas of learning. Teachers have advised that they feel more confident assisting students with speech and auditory processing difficulties.</p> <p>SLSO for Multilit: A: Utilising additional Aboriginal funds for multi-lit was very successful with 80% of students successfully completing the program. This funding provided additional time for the SLSO to ensure the program was run correctly and successfully.</p> <p>AEO: AEO was employed 2 days a week and supported all Aboriginal</p>

<p>Aboriginal background</p> <p>\$83,000.00</p>	<p>students. This involved introducing all students and staff to language and traditions. The AEO also supported staff with the integration of Aboriginal culture into lessons. The AEO supported all Aboriginal families - particularly with transitions to high school and during learning from home. As a result Aboriginal education and authentically integrated into the school environment and all Aboriginal students were supported when required.</p> <p>After evaluation, the next steps to support our students with this funding will be: Speech Therapist: In 2022, a portion of the Aboriginal background funding will be used to employ a Speech Therapist. This program has been running for the past 2 years and has been very successful in not only supporting students and their families with speech and auditory processing difficulties but also has been a fantastic support for teachers in building their capacity to differentiate to support these students. Prior to the introduction of the program 2% of students who required speech therapy were accessing services, now 100% of them are.</p> <p>SLSO to run Multi-Lit: Due to the success of multi-lit in 2021, in 2022, a portion of the Aboriginal background funding will be used to employ an additional SLSO to continue to program.</p> <p>AEO: In 2022, a portion of the Aboriginal background funding will be used to employ an AEO 2 days a week with a continued focus of support Aboriginal students and parents, as well as supporting teachers with the integration of Aboriginal Education into lessons.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Curlewis Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Weekly 1:1 lessons with SLSO on basic comprehension and meaning of words for all ESL students. SLSO goes through weekly spelling words with students - focusing on pronunciation and meaning. Teachers have advised of an increase in comprehension knowledge as well as an increase in vocab in speaking and writing.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, ESL funds will continue to be used for additional SLSO time to support students in comprehension and spelling.</p>
<p>Low level adjustment for disability</p> <p>\$31,700.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Curlewis Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focus on Students and Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention Multi-Lit to increase learning outcomes

<p>Low level adjustment for disability</p> <p>\$31,700.00</p>	<p>The allocation of this funding has resulted in: Weekly 1:1 lessons with SLSO on areas of need with a focus on literacy and numeracy. Small group interventions - using Multi-lit. With the support of additional SLSOs students are provided with more specific, targeted interventions based on in class data. All students who accessed SLSO support made progress in their learning and 85% achieved their individual learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, Low level funds will continued to be used for additional SLSO time to support students.</p>
<p>Location</p> <p>\$15,080.00</p>	<p>The location funding allocation is provided to Curlewis Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Free incursions - Subsidised excursions - Free sport after school <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continue to utilise the funding to support students to participate in extra-curricular activities that they may not have access to due to our location.
<p>Early Action for Success (EAfS)</p> <p>\$88,000.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Curlewis Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focus on Students and Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs <p>The allocation of this funding has resulted in: K-2 teacher support in Literacy and Numeracy Whole school implementation of differentiated Mathematics scope and sequence</p> <p>After evaluation, the next steps to support our students with this funding will be: EaFS funding will cease at the end of 2021 therefore no plans have been made to utilise this funding in 2022.</p>
<p>QTSS release</p> <p>\$10,202.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Curlewis Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>QTSS release</p> <p>\$10,202.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - staff being provided with additional RFF to collaborate with both executives and teachers on the same stage. - Quality Teaching Rounds - teachers providing other teachers with constructive and effective feedback. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 we will utilise the funding in the same manner as 2021. We will also introduce planning days so that teachers who share classes and stages can collaborate.</p>
<p>COVID ILSP</p> <p>\$46,250.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in:</p> <p>100% of students have made progress in reading with 50% of students are now on track to meeting end of year reading expectations. 70% of students working on Numeracy skills have made progress. 40% of students are now on track to meeting end of year expectations in basic number.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Teacher professional learning in targeted interventions for Mathematics. - Continued small group support for students with low level needs in Literacy and Numeracy
<p>Integration funding support</p> <p>\$66,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Curlewis Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focus on Students and Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in:</p> <p>All students who were allocated integration funding were provided with an SLSO in the classroom and playground. This allowed 1:1 support that was directed by individual learning plans.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Funding will continue to be used in the same manner in 2022.</p>

<p>Literacy and numeracy</p> <p>\$5,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Curlewis Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Purchase of literacy resources - PM Readers - all teachers now have access to the full range of titles - Purchase of Reading Eggs, Mathletics and Essential Assessment - teachers are able to track student progress in both literacy and numeracy <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Purchasing a range of numeracy resources for more hands on experiences.</p>
--	---

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	23	22	28	29
Girls	26	26	28	27

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.7	87.8	89.1	92
1	94.1	96.3	81.4	90.4
2	95.9	93.7	88.7	91.2
3	92.3	93.8	96.5	91.6
4	91.4	92.6	92.5	93.6
5	94.4	91.5	86	93.7
6	95.2	95	92.9	87.4
All Years	94	93.1	89	91.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	102,845
Revenue	1,198,456
Appropriation	1,171,751
Sale of Goods and Services	6,192
Grants and contributions	20,064
Investment income	49
Other revenue	400
Expenses	-1,237,693
Employee related	-1,048,244
Operating expenses	-189,450
Surplus / deficit for the year	-39,237
Closing Balance	63,609

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.

	2021 SBAR Adjustments (\$)
Targeted Total	68,511
Equity Total	223,994
Equity - Aboriginal	84,988
Equity - Socio-economic	104,416
Equity - Language	2,400
Equity - Disability	32,190
Base Total	694,644
Base - Per Capita	13,805
Base - Location	15,081
Base - Other	665,758
Other Total	115,060
Grand Total	1,102,208

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.

Parent/caregiver, student, teacher satisfaction

Student Survey:

In 2021 students in Year 3 - 5 participated in the Tell Them From Me Survey (TTFM). TTFM is a suite of surveys for measuring student engagement and wellbeing. The surveys were used to capture student voices, providing reliable evidence for schools to use in identifying strengths and areas for improvement.

In 2021:

100% of students reported positive outcomes in school advocacy and support for learning. This was an increase from 2020. Advocacy and support for learning at school refer to the active consideration and support of individual students' academic and wellbeing needs. This encompasses general support and specific supportive behaviours that help students navigate the everyday course of school life.

100% of students reported positive outcomes in expectations of success. This was an increase from 2020. Expectations for Success is a measure of classroom context and refers to the extent to which teachers value academic achievement and hold high expectations of all students.

80% of students reported positive outcomes in sense of belonging. This was an increase from 2020. School belonging refers to a student's perception of being accepted, valued and included in their school setting by their peers and by others in the school.

From this data it is evident that building student's sense of belonging should be a whole school focus in 2022.

Parent Survey:

In 2021 Parents completed a short paper survey. The feedback from the survey demonstrated that:

- Parents felt supported during COVID-19 learning from home. Parents appreciated the efforts of teachers and SASS staff during this time.
- Parents felt less involved in schooling events - due to restrictions and hoped to see a focus on increasing these connections once restrictions were dropped.
- Parents would recommend Curlewis Public School to other families

Staff Survey:

In 2021 Staff completed a school created online survey. The results indicated that:

- 100% of teachers were happy to work at Curlewis Public School
- 100% of teachers felt supported by executive
- Some teachers felt more external professional learning opportunities would build their capacity in their current role

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.