2021 Annual Report

Curl Curl North Public School

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Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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School vision

Our vision is to foster a continuous 'love of learning' for all students through our school's learning dispositions; collaboration, creativity, resilience, accountability and motivation. We will ensure that diverse learning opportunities are created through engaging community partnerships within a safe, nurturing and respectful environment. We will collaborate to develop and enhance creative and challenging teaching and learning programs enabling success for every student through the use of dynamic, evidence-based, data-informed, future-focused teaching practices. We aim to empower all students to become confident, adaptable, self-directed and successful learners prepared to thrive and successfully engage in a rapidly changing world.

School context

Curl Curl North Public School is an inclusive and innovative school located on the Northern Beaches of Sydney with a student enrolment of 820. The school culture is strongly focused on learning and providing enjoyable and challenging educational opportunities and experiences for all students, focusing on differentiation, data-driven pedagogy and strong community connections. 22% of students have a language background other than English, and 7% require some level of EAL/D (English as an Additional Language or Dialect) support. 0.3% of students identify as having an Aboriginal or Torres Strait Islander background.

The school's staffing entitlement for 2021 was 41 teaching staff and 4 non-teaching staff. The school employs a Business Manager and Deputy Principal - Instructional Leader from school funds.

The learning spaces at Curl Curl North Public School can be adapted to accommodate various learning modes and technologies, providing students with choice in where and how they learn, with teachers supporting more student-centric approaches to better prepare our learners for the future workforce.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG. Through our situational analysis, we have identified a number of initiatives to support on-going school improvement.

The school is committed to continually improving classroom practice to ensure explicit, differentiated and responsive learning opportunities for all students. High-impact professional learning will increase teacher capacity in data collection and analysis and will ensure that collective pedagogical practice is informed by research, thereby maximising student growth and achievement. Continued implementation of Visible Learning practices, including an emphasis on effective feedback, will ensure that students understand what they are learning and what they need to do to improve.

The school will continue to refine and enhance the use of evidence-based co-teaching approaches to maximise student learning and engagement within our ILEs. High impact professional learning will increase teacher capacity to use student-centred learning approaches and learner agency, both of which contribute to increased student motivation, learning and engagement. These practices will be further enhanced by formal coaching and mentoring opportunities for teachers to ensure ongoing development and improvement.

There will also be a focus on positive wellbeing and relationships. Systems will be developed to promote positive behaviour for learning within our Innovative Learning Environments (ILEs). Practices that promote positive respectful relationships and value student voice will be implemented in order to foster connectedness and feelings of belonging, both of which are essential for wellbeing.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

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.

- Differentiation in Curriculum Provision
- Data-Informed Practices

Resources allocated to this strategic direction

School support allocation (principal support): $24,015.37
QTSS release: $112,000.00
Professional learning: $38,342.00

Summary of progress

Differentiation in Curriculum Provision

At the beginning of Term 1, the Instructional Leader role was established to build teacher capacity in the use of high quality, evidence-based, differentiated pedagogies to improve student outcomes in literacy and numeracy. Throughout the year, the DP-IL designed and implemented HIPL to address strategic priorities, worked with middle leaders and classroom teachers to ensure transformation of classroom practice and supported the use of valid and reliable data to measure impact and inform next steps.

With the introduction of the new High Potential and Gifted Education (HPGE) policy at the beginning of 2021, the Principal, DP-IL and Enrichment teacher completed both the Tier 1 training courses and the 2-day Policy Orientation for School Leaders course. This resulted in the completion of the HPGE Evaluation Tool and HPGE Policy Attitudes and Teaching Practices Survey. Analysis of these data sources led to the identification of policy statement, 1.6 - *Engagement with quality research and ongoing professional learning to build teacher and leadership capacity to improve growth and achievement for all HPGE students,* as a priority focus area.

To address this priority area, staff expertise was identified through an EOI process and the HPGE Lead Learners team consisting of Principal, DP-IL, Enrichment Teacher and 3 other classroom teachers was established. Four members of this team completed the Mini-Certificate of Gifted Education through UNSW, so that now all members of the Lead Learners team have completed additional training and/or qualifications in HPGE. Furthermore, the DP-IL was selected as a cross-network HPGE leader. In term 3, the HPGE Leader Learners team led the initial whole staff PL focusing on an introduction to the new HPGE policy. Responses to questions posed throughout this PL have been gathered and will be analysed to inform further PL in 2022.

In Term 2, Weeks 7-10, all staff completed the Visible Learning - Impact Series: Feedback that makes learning visible course. This course provided teachers with evidence-based strategies to provide effective feedback to students to ensure that they know what they need to do to improve. Teachers experimented with these strategies during remote learning in Term 3 and a staff sharing session allowed teachers to collaborate on how best to apply these strategies in a remote learning situation.

In Term 3, all staff completed the Visible Learning - Impact Series: SOLO Taxonomy course where they learnt about how students' depth of understanding develops through three levels and how teachers can tailor activities to support students to progress to a deeper level of understanding. Completion of this course resulted in stage 3 teachers undertaking a review of their numeracy programs and restructuring their teaching approach for 2022 to align with SOLO taxonomy.

Analysis of the teacher numeracy survey conducted at the beginning of Term 1 revealed a need for HIPL in the big ideas in number, particularly 'trusting the count'. To address this identified need, five teachers from the maths team commenced year-long training in numeracy focusing on the big ideas in number. This training was presented by the DoE Numeracy team in conjunction with Prof. Dianne Siemon. In Term 3, Weeks 5-8, these teachers ran whole school PL on the big ideas in number with a focus on Trusting the Count and Place Value. Although classroom implementation of this learning was impeded by remote learning, teachers were able to engage students in number talks via zoom and start to transform their practice following the PL. Implementation of this activity will continue in 2022 with teachers undertaking 5-

weekly learning sprints focused on the big ideas in number and student progress being monitored in PLAN2.

Following PL on effective reading instruction, the Early Stage 1 team identified a need for improved explicit instruction in phonological awareness. Consequently, the Early Stage 1 team conducted pre-assessment of their students' phonological awareness and then began implementing the Heggerty phonemic awareness program, an evidence-based tool for improving phonological awareness in beginning readers, in mid-term 1. Progress was evident over 10 weeks of implementation and the program was continued and expanded to Year 2. Whole staff PL was conducted in Term 3 on the Heggerty phonemic awareness program to upskill all staff in this area. Next year, this program will be scaled to include all students in K-2.

Evaluation of the extent to which HIPL is leading to consistent, classroom practice and making a difference in student learning is a vital component of the strategic improvement plan. One tool to inform this evaluation is Learning Walks. At the beginning of 2021, the Principal and DP-IL commenced online PL called 'Clarity - Learning Suite' based on the work of Lyn Sharratt to work through over two years. The senior executive developed and presented a draft protocol for learning walks to the leadership team so that they could consult with their grades. The learning walks protocol was finalised towards the end of 2021 and will be used to commence learning walks with a focus on Visible Learning, Literacy, Numeracy and feedback practices in 2022.

Data-Informed Practices

At the beginning of Term 1, PL on the CESE document 'Five Essential Components of Reading' took place for all teachers. This PL supported teachers to analyse the trend data available and pose 'I notice, I wonder' questions. Teachers agreed with the executive that the data indicated that reading comprehension was an area of focus. Teachers collaboratively developed a scope and sequence of comprehension strategies based on the syllabus and literacy progressions with the support of IL and executive.

During Term 1, teachers were supported by PL run by the executive and IL on effective pedagogy in guided reading and the gradual release of responsibility model. The IL worked with beginning teachers and teachers new to the school to model guided reading lessons and support them to implement the reading pedagogy from the PL. Baseline reading data was collected by all teachers through CARS and PAT Reading for Years 3-6 and PM Benchmarking and sight word assessment for K-2. Collecting consistent baseline data facilitated conversations between classes and grades and provided a springboard into conversations about reading pedagogy.

In Term 1, Week 6, the IL led PL on data analysis, focusing initially on the CESE What Works Best - Use of Data to Inform Practice and SEF Data Skills and Use. The PL also introduced staff to the work of Lyn Sharratt and 'Putting Faces on the Data'. Teachers were supported by executive staff to analyse reading data and to determine the learning needs for target student groups. Supporting teachers to 'put faces on the data' and establish target groups resulted in teachers making modifications to the teaching in response to student need and being able to celebrate successes that were observed.

On the SDD in Term 2, executive ran PL for teachers on the literacy and numeracy progressions and PLAN2. Due to the interruption of COVID lockdowns, work on monitoring students in at least one sub-element of the reading and viewing element of the literacy progressions has been postponed to 2022. In Term 2, Week 3, the IL worked with Year 4 and 6 teams to analyse the check-in reading data and use this to inform Term 2 guided reading groups. Programs were modified based on identified areas of need that were revealed in the data.

Throughout semester 1, teachers delivered updated teaching and learning programs and captured data to evaluate progress. Check-in stand-up meetings were held in grade groups every 5 weeks using Simon Breakspear's Responsive Implementation Tools to monitor progress and adjust teaching and learning programs where necessary. The use of Simon Breakspear's Responsive Implementation Tools provided a framework for each grade team to narrow the focus of their improvement work to suit the needs of students on their grades. The five-weekly check-in meetings ensured accountability of implementation and provided collaborative support in what was and was not working well. Teachers were able to discuss the next steps and share expertise in how to modify teaching to address specific student needs.

APs and Grade leaders conducted an evaluation session using Simon Breakspear's Retrospective Protocol with teachers at the end of Term 2 to reflect on what worked well and why, what didn't work and why and what further support was needed. Teacher feedback indicated that completing this work over a semester allowed sufficient time for deep learning and classroom application of effective reading pedagogy.

Through document analysis of teaching and learning programs and scope and sequences, it was evident that a majority of teachers incorporated best practice comprehension teaching strategies and resources within these documents. Observations provided evidence of implementation fidelity across 100% of classrooms.

Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement in both reading growth and achievement in the top 2 bands in NAPLAN Reading with an uplift of 2.81% since 2019. This information has been shared with all stakeholders.

Next year in this initiative teachers will continue to develop their data skills and use through the analysis of numeracy data and work in teams to modify teaching and learning practices in numeracy in response to identified needs revealed in the data. This will support our progress towards our 2024 improvement measure of moving from Delivering to Excelling within Data Skills and Use in the SEF by building teacher skills in the analysis, interpretation and use of student progress and achievement data. Additionally, focusing this work on numeracy data and evidence-based practices in numeracy will support our progress towards system-negotiated targets in numeracy. We will resume the work on monitoring students on the literacy and numeracy progressions as this was postponed in 2021.

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
• Increase the percentage of students achieving in the Top 2 NAPLAN reading bands by 3.10% from the system-negotiated baseline.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 60.49% and is progressing toward the lower-bound system negotiated target with an uplift of 2.81% since 2019.
• Increase the percentage of students achieving the Top 2 NAPLAN numeracy bands by 3% from the system-negotiated target baseline.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 52% and progress is yet to be seen toward the lower-bound system negotiated target.
• 100% of teachers have participated in HIPL on 'Big Ideas in Number' including links to the syllabus and learning progressions. • All students are monitored on at least one sub-element of the' Number sense and algebra' element of the Numeracy progressions.	100% of classroom teachers participated in HIPL on the Big Ideas in Number with an emphasis on trusting the count and place value. Delay in implementing initiatives in term 3 has required work on monitoring students using the numeracy progressions to be postponed to 2022. To date, only a small number of individual students are being monitored on at least one sub-element of the number sense and algebra element of the numeracy progressions.
• 100% of teachers have participated in HIPL in the literacy progressions. • All students are monitored on at least one sub-element of the 'Reading and Viewing' element of the Literacy progressions.	100% of classroom teachers participated in HIPL on the literacy progressions with an emphasis on creating areas of focus in PLAN2. Delay in implementing initiatives in term 3 has required work on monitoring students using the literacy progressions to be postponed to 2022. To date, only a small number of students are being monitored on at least one sub-element of the reading and viewing element of the literacy progressions.
• 100% of teachers have completed the modules in Visible Learning Effective Feedback. • Learning Walks/Observations show evidence of effective feedback practices being used in 100% of classrooms. • A whole-school assessment strategy is in place outlining summative assessment for English and Maths.	100% of teachers have completed the modules in Visible Learning Effective Feedback. Protocols for Learning Walks have been established however 'Learning Walks/Observations' to evaluate effective feedback practices have not yet commenced due to a delay in implementing this in Term 3. Document analysis indicates that a whole-school assessment strategy is in place outlining summative assessment for English and Maths.

Strategic Direction 2: Innovative Teaching and Learning Practices

Purpose

In order to prepare our students with the skills and capabilities to thrive in a rapidly changing world, we will develop and sustain effective and collaborative teaching practices within our new Innovative Learning Environments (ILEs) to enhance student-centric approaches to learning and foster future-focused skills and dispositions that maximise learning.

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.

- Innovative Practice
- Collaborative Professionalism

Resources allocated to this strategic direction

Per capita: $5,574.67
6101: $41,000.00
Professional learning: $23,578.60

Summary of progress

Innovative Teaching and Learning

At the beginning of Term 1, all teachers read 'Co-teaching in Contemporary Learning Environments: a handbook of evidence for educators' in order to ensure a common understanding of all teachers of the research underpinning the co-teaching model used at Curl Curl North PS. The co-teaching conversation scaffold was used to support new co-teaching partnerships to establish agreed norms for their classrooms and teaching approaches. At the term 2 staff development day, all teachers participated in a sharing session discussing their successes and benefits of co-teaching. A survey completed by all teachers on this day revealed that co-assessment was an area where teachers felt they needed more professional learning. As a result of this data, a whole school PL session on co-assessment was conducted in Term 2, Week 6. This session allowed teachers to learn from each other about the evidence-based assessment strategies that can be effectively used in a co-teaching environment and how co-teachers can organise and use assessment information to inform their co-planning and co-teaching. Learning from this session was evident in co-teachers' collaborative approaches to reporting to parents in both semester 1 and semester 2.

In working towards building teacher capacity in the effective integration of technology in teaching and learning, a team of expert teachers were identified to lead HIPL in this area and provide support to others. The new IT team included a representative from each grade thereby providing all staff with a person they could go to for support or coaching in relation to technology. The team presented whole staff PL on using Microsoft Teams, OneDrive and bookmarking in Chrome to support teachers to use these tools more effectively for programming and collaboration. As a result, all school teams are now using cloud-based platforms for storage, communication and collaboration. Furthermore, teachers were able to apply the skills they learned in this PL as we transitioned to remote learning, maximising communication and collaboration between staff when working from home.

During the remote learning period teachers were encouraged and supported to trial innovative technologies to enhance quality teaching practices, effective feedback and parent engagement. Teachers trialled and evaluated tools such as Nearpod, Mote, Screencastify, Screencastamatic, Lumio and Seesaw Plus. During a whole staff PL session, teachers provided a review of each of these tools so that other teachers could select tools that were appropriate for their needs and could seek support and coaching from the teacher who had done the trial. As a result, the range of technology being used in remote learning lessons increased, particularly in relation to the provision of explicit modelling and effective feedback.

Throughout 2021, a number of project-based learning opportunities were initiated or enhanced including Project Penguin, Design Make Innovate, OzHarvest FEAST and Game Changer Challenge. The OzHarvest FEAST program was implemented in Year 6 in term 2 providing student-centred learning incorporating science, technology, mathematics, design, sustainability and English. The program allowed for meaningful opportunities for community engagement with parent volunteers supporting the implementation of the program each week. Although the final expo of student cookbooks was cancelled because of remote learning, feedback from both parents and students was positive. The program resulted in a high level of engagement and student success in targeted syllabus outcomes and consequently, will continue in 2022 and be scaled across both Year 5 and 6.

Collaborative Professionalism

In 2021, four assistant principals and four grade leaders complete the Agile School Leadership Program. Through engagement with the research and practical tools provided, this led to these middle leaders driving school improvement initiatives particularly focused on guided reading and phonological awareness with their teams. The result was that all teachers were supported to implement the strategies they learned in whole staff PL session in their classrooms and there was a collective ownership at a grade team level of the ongoing monitoring of the impact that these strategies have on student learning. This demonstrates progress towards our success criterion of establishing a professional learning community that is focused on continuous improvement of teaching and learning.

The development of these professional learning communities was further enhanced by two days of collaborative planning (one day at the end of both Term 1 and Term 2) for teachers to work together on grade-based improvement initiatives and planning for teaching and learning. Teachers reported that this investment in collaborative planning time allowed them to share and discuss best practice, thereby achieving greater consistency in teaching practices across the grade. The time was also used to organise the implementation of new initiatives such as the new phonics scope and sequence in Kindergarten and KLA group rotations in Year 5. This demonstrates progress towards our success criterion of ensuring embedded and explicit systems that facilitate professional dialogue and collaboration.

Throughout 2021, three teachers completed the cross-network aspiring leaders' program which they had gained selection for via EOI in 2020. Through professional learning, professional readings, keynote speakers, mentoring and leading a small action learning project, these teachers developed their instructional leadership and change management capacity. The action research aspect of the program led to the successful implementation of improvement initiatives in both literacy and numeracy such as the use of technology to improve mathematics assessment in Kindergarten.

During term 3, the DP-IL completed two introductory courses in mentoring and coaching to build capacity to lead this initiative across the school. The Principal and DP-IL then facilitated a session with the leadership team to introduce them to mentoring and coaching and begin planning for how we can successfully embed systems to ensure that staff have access to coaching and/or mentoring. This session led to the identification of several next steps including building staff understanding around the differences between coaching and mentoring, building understanding of the purpose of coaching and/or mentoring and how this aligns with the PDP process, building on successes of the existing beginning teacher mentoring program, and providing coaching PL for executive staff and teacher leaders. These steps will be implemented in 2022.

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
• Increase the percentage of students who report being interested and motivated in their learning on the student *Tell Them From Me* survey with an uplift of 2.5% from the 2020 baseline. • Increase the mean score within the Technology driver of student learning on the teacher Tell Them From Me survey with an uplift of 2.5% from the 2020 baseline. • Increase the percentage of students who strongly agree or agree that they use the Curl Curl North Learning Dispositions to help them learn on the student *Tell Them From Me* survey with an uplift of 2.5% from the 2020 baseline.	• In 2021, the school mean for students who report being interested and motivated in their learning on the student Tell Them From Me survey is 64%. This is a 4% decline from the 2020 result of 68% and may be a result of the impacted school year for students who spent time engaged in remote learning at home. • In 2021, the mean score within the Technology driver of student learning on the teacher Tell Them From Me survey is 65%. This represents a 6% uplift from the 2020 baseline result of 59%. • In 2021, the percentage of students who agreed or strongly agreed that they used the CCNPS Learning Dispositions to help them learn on the student Tell Them From Me survey dropped 1% from the 2020 baseline. The goal in 2021 was 71.5% and the result was 68%. This result could have been influenced by the interruptions to learning as a result of COVID lockdown.
• All beginning teachers are involved in formal coaching and/or mentoring opportunities. • There is an established protocol for leaders to observe teaching practices across the school.	• All beginning teachers have a formal mentor and have been involved in coaching with the instructional leader with a focus on reading. • The Curl Curl North PS Learning Walk protocol has been collaboratively drafted and approved, and subsequently shared with all staff in preparation for leaders to observe teaching practices across the school.

Strategic Direction 3: Relationships and Belonging

Purpose

In order to promote positive wellbeing for all students so they can connect, succeed, thrive and learn, we will implement and evaluate evidence-based practices and processes to ensure educational provision for all. These practices and processes will enhance optimum conditions for student learning and wide-spread positive, respectful relationships where learning is informed by sound holistic information in consultation with parents and carers.

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.

- Positive Respectful Relationships
- Well-being and Belonging

Resources allocated to this strategic direction

Aboriginal background: $1,740.00
Per capita: $12,550.50

Summary of progress

Positive Respectful Relationships

At the beginning of Term 1, all staff engaged in a professional learning workshop that focused on the importance of the Acknowledgement of Country and by using the surroundings of the school recognised the continuing connection that Aboriginal and Torres Strait Islander people have to Country. Throughout the workshop, staff took time to walk around the external areas of the school to identify new areas that could be utilised for student learning, read state-based guidelines/protocols as well as Aboriginal and Torres Strait Islander community's local protocols and perspectives to ensure the importance of acknowledging country to develop a shared understanding amongst all staff at Curl Curl North Public School. As a result, each grade reviewed CCNPS Acknowledgement of Country and collaboratively provided feedback for the school 'Aboriginal Education Team' on language that could be used to enhance a personal and genuine Acknowledgement of Country along with suggested recommendations for a location within the school where a physical Acknowledgement of Country could be created.

To guide future directions, the CCNPS Aboriginal Education Team analysed data from the 'Aboriginal Education at Curl Curl North PS' teacher survey and determined that information relating to reconciliation practices and strategies, rich literacy resources, and the guidance in supporting the process of Personalised Learning Pathways (PLPs) with students who identify as Aboriginal and Torres Strait Islander were required. As a result, two members of the CCNPS Aboriginal Education Team attended the 2021 Reconciliation Through Education "Yes We Can" Conference with a focus on ways to enhance reconciliation in the school through sharing reconciliation strategies across school networks and upon return to school shared their learning through the creation of a reconciliation package including resources and activities available for all staff to use in supporting the inclusion of Aboriginal perspectives within the schools teaching and learning programs.

Next year in this initiative, staff will continue to build and sustain strong relationships with Aboriginal and Torres Strait Islander peoples, embedding respect and providing opportunities to improve outcomes for students and the wider community through the creation of a school Reconciliation Action Plan (RAP). The planned incursion for all students to be facilitated by 'Bush to Bowl' planned for Semester 2 2021 was postponed to 2022 as a result of remote learning and various restrictions in place throughout 2021.

Halfway through 2021, the school Business Manager worked with 'School Bytes' the administration software provider used by the school. The focus in 2021 was to streamline and enhance communication between home and school within the administrative tasks that are required and provide a more digital-friendly and efficient way of doing so. This was a result of previous parent feedback that indicated a greater need for digital capabilities in providing permission and completing administrative documentation for the school e.g. giving digital permission for school excursions. With an update to the annual subscription for 'School Bytes' which the school were already accessing, additional modules including finance, events and email capabilities were made available enhancing communication and relationships between school and home. The Business Manager led training with all school administrative staff and leaders on all enhancements and communicated with the parent community about changes to the paper-based system regarding permission for excursions. As a result, positive feedback from the parent community was received at school P&C meetings and directly to the school office in person and via email noting the effectiveness and ease of a streamlined communication system between home and school.

Well-being and Belonging

In improving student attendance, the school focused on opportunities to enhance student attendance through teacher professional learning in understanding DoE policy and procedures, the provision of parent information and the enhancement of digital school systems and processes.

Parent Information and Kindergarten orientation sessions included reference to common slides created to highlight key features of student attendance; the importance of student attendance, the expectation of families and staff in working together on student attendance and the processes in place to support student attendance. This ensured that a consistent understanding was in place across the whole-school community and could be referred to by teachers and families as required throughout the year. Further to this, the leadership developed implementation guidelines for staff to use in support of the DoE Student Attendance Policy and communicated regularly with the school community with factsheets and information in the school newsletters. The school executive included student attendance monitoring within each meeting with a focus on students who as a result of attendance data were deemed to require additional support. The senior executive directly worked with those families to resolve student attendance concerns and to clarify and discuss the importance of students being in attendance at school when they are well and able to do so.

In 2021, the school trialed the 'Smiling Mind' program with 11 classes. This provided an opportunity to conduct an evaluation of this program following implementation before scaling this program to include the whole school. Unfortunately due to the interruptions of remote learning the implementation was cut short and evaluation was based on the Semester 1 trial. Feedback from the teachers indicated that aspects of the program were beneficial with useful strategies and activities however limitations in implementing the 'Smiling Minds' program as a school-wide program included time constraints and syllabus connections. It was determined following this feedback that the program would not be implemented school-wide in 2022 rather teachers would be encourage to use individual activities and strategies to complement existing teaching and learning programs.

In 2021, with improving student belonging and the identification of the already established school houses; Bass, Cook, Flinders and Phillip being a group student belonged to, the sports leaders decided that encouraging student-led activities within the area could enhance all students sense of belonging at school. Within this activity, sixteen of the house leaders were supported to create a knock-out lunch soccer competition. The house leaders used opportunities such as assemblies to promote the competition and to encourage all students to attend and to cheer along for their house. As a result, increased comradery was observed within each house as students celebrated and cheered in their house teams and there was an improved awareness of the house group individual students belong. The student leaders evaluated the effectiveness of this student-led initiative determining that this competition provided opportunity for school houses to be celebrated with students uniting within their house groups more often than just at Athletics, Swimming and Cross Country events.

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
• Increase the mean score on 'Inclusive School' on the parent *Tell Them From Me* survey with an uplift of 1% from the 2020 baseline. • Collect and analyse baseline data on the implementation of PBL classroom systems.	• In 2021, the mean score on 'Inclusive School' on the parent Tell Them From Me survey is 65%. This represents a 1% decline from the 2020 result of 66% and progress is needed in this area. • In March 2021, baseline data was taken with all teachers completing the Positive Behaviour for Learning (PBL) Self Assessment Survey (SAS). The results from this survey will inform our next steps in ensuring classroom systems are consistently in place.
• Increase the mean score on 'Students with a positive sense of belonging' on the student *Tell Them From Me* survey with an uplift of 1% from the 2020 baseline. • Increase the mean score on 'Advocacy at School' on the student *Tell Them From Me* survey with an uplift of 1%.	• In 2021, the mean score for 'Students with a positive sense of belonging' on the student Tell Them From Me survey is 77%. This is a 1% decline from the 2020 result of 78%. • In 2021, the mean score on 'Advocacy at School' on the student Tell Them From Me survey is 77%. This is a 3% uplift from the 2020 baseline result of 74% and surpasses the 2021 goal of 75%.
• Increase the proportion of students attending >90% of the time from our 2019 baseline with an uplift of 2.5%.	• In 2021, the proportion of students attending >90% of the time was 84.18% representing a 2.18% uplift from the 2019 baseline. This surpasses our 2021 goal of 83.87%

Funding sources	Impact achieved this year
Integration funding support $89,084.00	Integration funding support (IFS) allocations support eligible students at Curl Curl North Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of [strategy] • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in:** Additional teacher release time for targeted professional learning or planning, additional school learning support officer time supporting the student to access classroom learning activities and curriculum provision and other activities that support the educational needs for each student such as additional specialised support required for excursions. **After evaluation, the next steps to support our students with this funding will be:** At the end of 2021, a review for all students occurred with the 2021 and 2022 teachers to evaluate the most suitable activities to support student learning in preparation for 2022 Integration Funding Support allocations.
Socio-economic background $26,808.07	Socio-economic background equity loading is used to meet the additional learning needs of students at Curl Curl North Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement intensive literacy programs (MiniLit and MacqLit) to support identified students with additional needs. • additional staffing to provide assistance to students within the classroom environment ensuring curriculum provision and access to learning activities for all students. **The allocation of this funding has resulted in:** The School Learning Support Officers (SLSO) have worked under the direction and supervision of the classroom teacher providing assistance to students with disability and additional learning and support needs enrolled in mainstream classes. **After evaluation, the next steps to support our students with this funding will be:** A review of the students who would benefit the most from these programs and at what year of schooling in order to maximise learning outcomes for students.
Aboriginal background $2,102.65	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Curl Curl North Public School. Funds under this equity loading have been targeted to ensure that the performance of

Aboriginal background $2,102.65	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Positive Respectful Relationships • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Plans. **The allocation of this funding has resulted in:** Meetings facilitated by the classroom teachers in Term 1 for students and families who identify as Aboriginal and Torres Strait Islander. Professional learning for all staff in recognising and respecting the continuing connection that Aboriginal and Torres Strait Islander people have to Country, especially those for whom the area on which the school is their home Country, and understand the importance of Acknowledging Country. Two staff representing Curl Curl North Public School at the 2021 Reconciliation Into Action 'Yes we can' conference. **After evaluation, the next steps to support our students with this funding will be:** The school Aboriginal Education Team will prioritise learning for 2022 with a focus on the Curl Curl North Public School Reconciliation Action Plan (RAP).
English language proficiency $29,168.45	English language proficiency equity loading provides support for students at all four phases of English language learning at Curl Curl North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect **The allocation of this funding has resulted in:** The EAL/D teacher has regular programs in place that support students who are identified as requiring intensive learning support according to the EAL/D progressions. **After evaluation, the next steps to support our students with this funding will be:** The EAL/D teacher as part of the school leadership team to review students requiring support in preparation for 2022 funding allocation release.
Low level adjustment for disability $151,198.90	Low level adjustment for disability equity loading provides support for students at Curl Curl North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.

Low level adjustment for disability $151,198.90	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • 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 intervention support focused on enhancing behaviour/social emotional progress as determined by the classroom teacher and learning and support team. • support for students with Personalised Learning Plans. • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in:** The learning and support teacher has provided direct and timely specialist assistance to students in mainstream classes with disability and additional learning and support needs and their teachers. At CCNPS this work emphasises the needs of individual students, school priorities, and evidence-based programs to assist students with additional learning and support needs. In 2021 the learning and support teacher worked towards SD3 to strengthen our collaborative and consultative approach so that students and their parents and carers are actively involved in decision-making. **After evaluation, the next steps to support our students with this funding will be:** When the 2022 funding allocation is known, consultation with the learning and support team will determine the most appropriate activities to enhance learning for students at Curl Curl North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.
Literacy and numeracy $56,106.04	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Curl Curl North Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to implement intensive literacy programs (MiniLit and MacqLit) to support identified students with additional needs. • additional staffing to provide assistance to students within the classroom environment ensuring curriculum provision and access to learning activities for all students. **The allocation of this funding has resulted in:** The delivery of evidence-based literacy and numeracy programs such as MiniLit and MacqLit, along with improved data driven practices of all learning and support team staff. **After evaluation, the next steps to support our students with this funding will be:** A review of the students who would benefit the most from these programs and at what year of schooling in order to maximise learning outcomes for students.
QTSS release $155,395.55	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Curl Curl North Public School.

QTSS release $155,395.55	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Differentiation in Curriculum Provision • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in:** The establishment of an Instructional Leader supporting the provision of high-quality differentiated professional learning to enhance teacher capacity in improving literacy and numeracy outcomes for K-6 students as documented in Strategic Direction 1; Student Growth and Attainment. Increased staff collaboration in the implementation of a high-quality curriculum. **After evaluation, the next steps to support our students with this funding will be:** A Deputy Principal-Instructional Leader appointed in 2022 to mentor and work alongside leaders and classroom teachers to implement data-informed, differentiated mathematics lessons, professional learning on evidence-based teaching practices, and high-quality learning resources targeting differentiated quality teaching practices.
Literacy and numeracy intervention $58,861.95	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Curl Curl North Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to provide assistance to students within the classroom environment ensuring curriculum provision and access to learning activities for all students. • additional staffing to implement intensive literacy programs (MiniLit and MacqLit) to support identified students with additional needs. **The allocation of this funding has resulted in:** The delivery of evidence-based literacy and numeracy programs such as MiniLit and MacqLit, along with improved data driven practices of all learning and support team staff. **After evaluation, the next steps to support our students with this funding will be:** A review of the students who would benefit the most from these programs and at what year of schooling in order to maximise learning outcomes for students.
COVID ILSP $86,041.50	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

| COVID ILSP

$86,041.50	**including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • providing targeted, explicit instruction for student groups in literacy/numeracy - Number and Algebra (Place Value for Year 2 and Additive Thinking for Year 4). • employing staff to provide online tuition to student groups in literacy/numeracy - Reading Fluency and Comprehension. **The allocation of this funding has resulted in:** Student improvement as documented on the literacy and numeracy progressions. This funding allocation also helped maintain a strong connection for the students involved during the remote learning period. **After evaluation, the next steps to support our students with this funding will be:** To utilise the new diagnostic tools available in The Department's intranet (ALAN) to support the identification of those students for this program and monitor their progress.

Student information

Student enrolment profile

	Enrolments			
Students	**2018**	**2019**	**2020**	**2021**
Boys	465	437	441	416
Girls	413	396	397	385

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	95.2	95.5	95.2	94.7
1	95.4	93.6	95.9	94.7
2	95.3	94	96	94
3	95.2	94.3	95.4	94
4	94.7	94.4	95.6	94.8
5	94.8	93.5	95.8	92.9
6	92.9	93.8	94.8	93.3
All Years	94.8	94.1	95.5	94.1
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	31.11
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.4
School Counsellor	1
School Administration and Support Staff	4.87

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	1,006,635
Revenue	7,068,855
Appropriation	6,638,349
Sale of Goods and Services	64
Grants and contributions	429,028
Investment income	914
Other revenue	500
Expenses	-7,191,012
Employee related	-6,236,143
Operating expenses	-954,869
Surplus / deficit for the year	-122,157
Closing Balance	884,478

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.

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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	79,803
Equity Total	206,620
Equity - Aboriginal	2,103
Equity - Socio-economic	24,150
Equity - Language	29,168
Equity - Disability	151,199
Base Total	5,571,553
Base - Per Capita	206,581
Base - Location	0
Base - Other	5,364,972
Other Total	506,942
Grand Total	6,364,918

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

Parent/Caregiver Satisfaction

The Tell Them From Me - The Learning Bar survey has been used to report on feedback received about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

In 2021, 265 parents responded to the Tell Them From Me - Parent Survey, which was a pleasing increase from 130 respondents in 2020. The results of the 265 responses received by the school indicated that within the overall measure of;

- 'Parents are informed' - 71% of parents feel welcome. Whilst this is an increase from the 2020 result, it remains lower than the NSW Government Norm by 3% which could reflect the impact of COVID-19 where the culture of the school was disrupted.
- 'Parent Input' - overall the results from parents indicating which areas the school has sought their input or opinions about indicated an increase from the 2020 results. An increase from between 4% - 17% was evident across the following four areas; school planning, development or review of school policies, teaching practices and curriculum delivery.
- 'Perception of school facilities' - there was an overall increase from the 2020 results from parents who indicated that they strongly agreed or agreed to the following statements; school is well maintained, physical environment is welcoming, and, easy to access/move around the school.
- 'Parents attending meetings' - There was an overall 12% increase in the percentage of parents who attended meetings or social functions at the school in 2021.
- There was a 10% decrease in the percentage of parents involved in school committees which could reflect the impact of COVID-19 where accessibility to the school and parent committees was restricted to online meetings.

Teacher Satisfaction

The Tell Them From Me - The Learning Bar survey has been used to report on feedback received by 37 respondents within the four dimensions of Classroom and School Practices. The survey indicated the following areas of strength;

- Leadership - 77% of teachers work with school leaders to create safe and orderly school environments with 71% reporting that school leaders have helped them establish challenging and visible learning goals for students. Results indicate an increase from 2020 results across all areas within this 'leadership' driver.
- Collaboration - 84% of teachers discuss assessment strategies with other teachers.
- Learning Culture - 88% of teachers feel they set high expectations for student learning.
- Data Informs Practice - 87% of teachers use results from formal assessment tasks to inform lesson planning. with 80% giving students feedback on how to improve their performance on formal assessment tasks.
- Teaching Strategies - It was reported that 90% link new learning concepts to previously mastered skills, 83% of teachers report their students are very clear about what they are expected to learn and 86% of teachers use two or more teaching strategies in most class periods.
- Technology - 72% of teachers report they use computers or other interactive technology to give students immediate feedback on their learning. This is a 14% increase from the 2021 result.
- Inclusive School - 92% of teachers report establishing clear expectations for classroom behaviour and 89% strive to understand the learning needs of students with special learning needs.
- Parent Involvement - The school mean within this dimension was 73%, a 3% increase from the 2021 result and 4% above the NSW Government Mean. Within this area there was a 6% increase from 2021 results within; teachers sharing students' learning goals with their parents, parents understanding expectations for student in their class and teachers make an effort to involve parents and other community members in creating learning opportunities.

Student Satisfaction

The Tell Them From Me - The Learning Bar survey reported results based on data from 292 students in Year 4, Year 5 and Year 6.

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

- Students with Positive Relationships - students have friends at school they can trust and who encourage them to make positive choices (school mean 92% compared to NSW Govt Norm of 85%),
- Students with positive behaviour at school - students that do not get in trouble at school for disruptive behaviour or inappropriate behaviour (school mean 89% compared to NSW Govt Norm of 83%),
- Effort - students try hard to succeed in their learning (school mean 90% compared to NSW Govt Mean 88%)
- Students with a positive growth orientation - students set challenging goals for themselves in their schoolwork and aim to do their best (school mean 82% compared to NSW Govt Mean 79%).

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

survey indicate that within these key themes;

- 64% of students reported they were interested and motivated in their learning. This represents a 4% slip from the 2020 baseline result of 68%.
- 68% of students reported they strongly agree or agree that they use the CCNPS Learning Dispositions to help them learn. This represents a 1% slip from the 2020 baseline result of 69%.
- 77% of students reported a positive sense of belonging. This is a 1% slip from the 2020 baseline result of 78%.
- 77% of students reported they feel they have someone at school who consistently provides encouragement and can be turned to for advice. This is a 3% increase from the 2020 baseline data of 74%.

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.