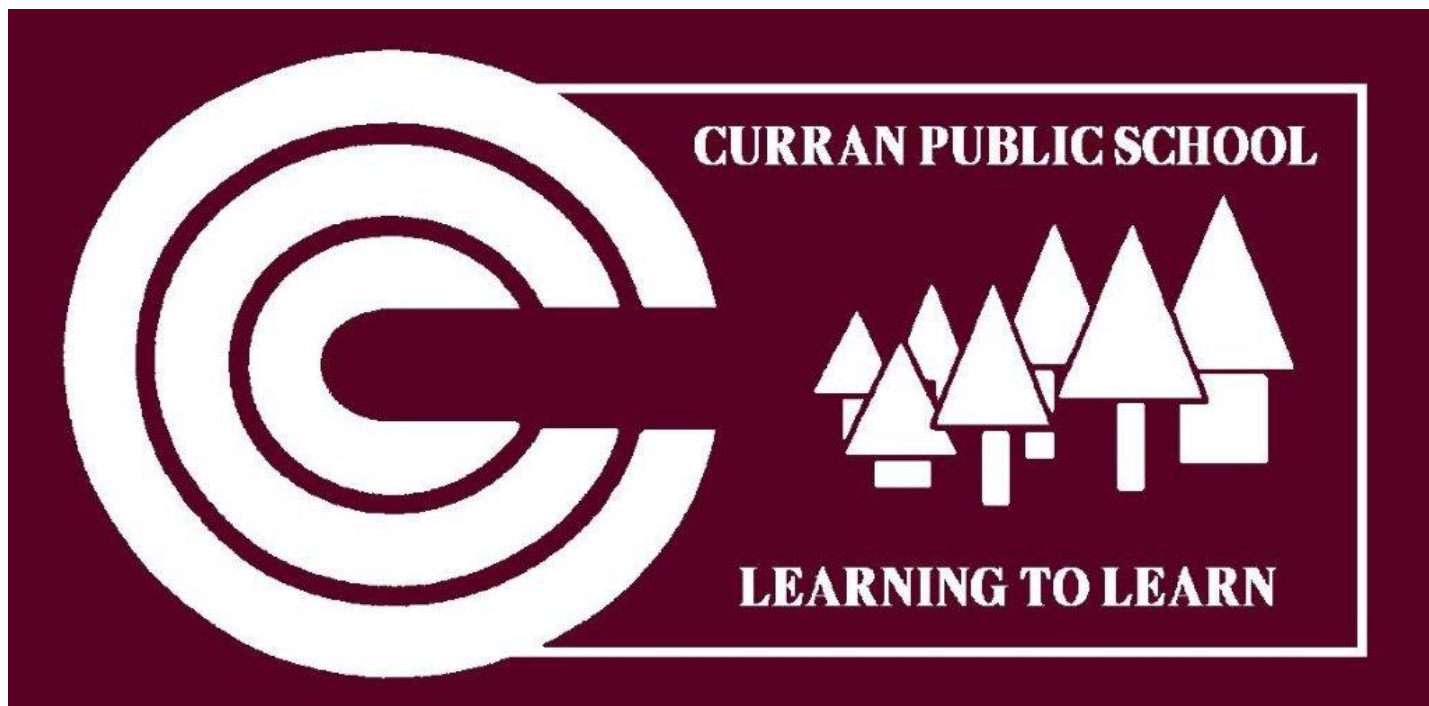


2021 Annual Report

Curran Public School



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Introduction

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

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

At Curran Public School, we value continuous improvement in a caring and collaborative environment where a shared culture of high expectations enables the achievement of aspirational goals.

School context

Curran Public School is located on Dharawal Country in Macquarie Fields within the Campbelltown Council boundaries. The school is within walking distance to Simmos Beach Reserve, that lies on the Georges River Corridor. The Reserve is home to a range of habitat types, ranging from Shale-Sandstone Transition Forest and Coastal Sandstone Ridgetop Forest on the ridge to Hinterland Sandstone Gully Forest in the valley. Curran Public School services a diverse multicultural community of 258 students with 22% of students identifying as Aboriginal and 34% of students from a Language Background Other Than English. The location of the school takes in students from both private and public housing. The Index of Community Socio-Education Advantage (ICSEA) is 860 and our Family and Education Index (FOEI) is 173.

Curran Public School has a Support Unit of 7 classes that provide personalised support for students with Autism or Moderate Intellectual Delay, as well as a School as Community Centre (SaCC) that provides strong transition programs for prior to school and quality experiences and workshops for children 0-8 and their families. The school has a Community Language Teacher as a part of our teaching allocation who teaches Samoan language and culture. An Aboriginal Education Officer supports and drives programs alongside the teachers that focus on our First Nation People, their history, culture and reconciliation.

The school is set on spacious grounds with access to outdoor playing fields and courts, purposeful outdoor learning environments as well as a school hall. It is resourced with the availability of 1:1 devices; engineering and high tech filming equipment; Community Cafe and Kitchen Garden. Curran Public School has a strong focus on Instructional Leadership; STEM; Aboriginal Education; Student Agency; High Potential Gifted Education and Wellbeing.

The students benefit from quality teachers who are supported in targeted growth and development through focused Instructional Leadership from the executive team who work shoulder to shoulder with teachers to lead data driven practices and reflections against core syllabus documents; the Literacy and Numeracy Progressions and High Impact Teaching Strategies that are evidenced based and result in student growth. Curran Public School is a part of the Early Action for Success Initiative with a full time Deputy Principal leading quality practices in English and Mathematics using both Instructional and Distributive leadership models, that positively impact student application and understanding of both disciplines in real world contexts through inquiry and design thinking. Reflective practice and continuous improvement with a robust focus on student achievement make up the ethos of our learning culture at Curran Public School.

Curran Public School has strong local and national partnerships with other educational institutions that allow students to develop and expand their learning across diverse contexts.

There is an active P&C who value cultural diversity, aspirational pathways for our students and high expectations.



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

Strategic Direction 1: Student growth and attainment

Purpose

Sustained focus on improving student outcomes through evidence-based 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.

- Instructional Collaborative Practice and Collective Teacher Efficacy
- Quality Teaching and Data Informed Practices
- Amplified Leadership

Resources allocated to this strategic direction

Socio-economic background: \$52,066.00

Professional learning: \$21,484.27

Literacy and numeracy intervention: \$35,317.17

Summary of progress

In 2021 Strategic Direction 1 was underpinned by the following initiatives:

Initiative 1 - Instructional Collaborative Practice and Collective Teacher Efficacy

Evidence of activity included purposeful professional learning centered on Collaboration and Collective Teacher Efficacy and was undertaken as a core component of the initiative. Executive leaders participated in Leading Collaborative Practice - A 6 module series and led their teams through The 4 Collaborative Teaching Modules available through MyPL and designed by the School Leadership Institute. All activities that supported and enabled collaborative planning sessions were implemented successfully during Semester 1. This saw ongoing formal and informal conversations about pedagogy and teaching practice resulting in teachers using assessment as feedback on their teaching. Staff worked together to research, plan and design effective teaching strategies and programs. High Impact Plans continued to be utilised by stage leaders during Semester 1 with adaptations and modifications made to reflect staff needs and PDP goals. COVID restrictions and movement into remote learning during Term 3 acted as a barrier for collaborative planning sessions and IL conversations as the focus became supporting teacher teams, students and families through the implications of learning and well-being brought on by the pandemic. Collaborative sessions continued with the focus on quality purposeful planning of learning materials through a remote platform. Upon returning to face to face learning during Week 4 Term 4, COVID restrictions meant the school could no longer access the 3rd party providers who afforded the teachers with the opportunity to collaborate together an hour each week. Instructional conversations continued as release is provided by temp teachers employed to enable IL conversations. The return to face to face learning focused on returning students to school and transitioning the school community back to onsite learning.

Evidence of process involved consistent collaborative practice each week which allowed teachers to engage in professional discussion and collaborate to improve teaching and learning in their stages or for particular student groups. This included negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice linked to the PDP process.

Evidence of impact showed that teachers valued the one on one opportunity to engage in instructional conversations focused on student assessment and how their practice is meeting student needs. It is purposefully linked to The Australian Professional Standards for Teachers. The impact of these Instructional leadership conversations showed improvements in student growth for Numeracy and Literacy.

Further reflections on the process of collaborative sessions and Instructional Leadership conversations raised inconsistent use of the High Impact Plans by different team leaders where evaluative discussions brought to the fore the possible shifting purpose of the High Impact Plan. We will need to refine the purpose of the High Impact Plan so it is clear and it can be used as a differentiated tool to meet teacher professional learning goals linked to student needs as evident through assessment data. Refinement of school systems that are embedded and explicit that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers is an area we are strengthening.

Initiative 2 - Quality Teaching and Data Informed Practices

Evidence of activity included professional learning around the Literacy and Numeracy Progressions/syllabus and summative and formative assessment and a focus on data concepts. Accurate success criteria led to reliable data sets that were embedded in the process of assessment and moderation. Student performance was feedback to teachers.

Evidence of process involved whole school collaborative teacher and leadership modules in the first semester allowed these sessions to follow on to choosing 'Areas of Focus' for stages based on progression data and standardised assessments. Collaborative practice and IL session evidence focused on student performance as feedback through the analysis of progressions and item analysis data. This led to research data based best practice implementation such as Di Siemen's Big Ideas Place Value/ Multiplicative strategies. These sessions were collaboratively shared with pre-assessments, planning and implementation. Supervisor and peer lesson observations and program evaluations - Flexible timetables for supervisors and Instructional Leaders enabled this process.

Evidence of impact showed a clear systematic and reliable assessment schedule that led to teachers demonstrating adaptive expertise. Teachers valued the one on one opportunity to engage in Instructional Conversations focused on student assessment and how their practice was meeting student needs where it is purposefully linked to The Australian Professional Standards for Teachers. The impact of these Instructional leadership conversations showed improvements in student growth for Numeracy and Literacy.

Implications for the future include developing a common understanding of IL/Collaboration sessions templates and 'High Impact Teaching' tools among the leadership team. Continued access to third party providers to release whole stages. Continued use of/ and access to curriculum expertise to guide best practice and access to quality assessment tools and data analysis.

Initiative 3 - Amplified Leadership

Evidence of activity included building and sustaining system leaders focused on achievement of student outcomes. Tiered leadership support through targeted learning pathways and professional learning.

Evidence of process showed that executive staff were released to undertake professional learning through evaluative thinking, monitoring the impact of programs and approaches used by all teachers.

Evidence of impact included amplified leadership activities that were a success as the leadership team continued to lead and implement principles of evaluative thinking, monitor and support staff with the implementation of effective programs which improve student learning outcomes. Distributed leadership was evident as a result of strong communication and built executive capacity which in turn, built teacher capacity. Professional learning was delivered using a differentiated approach to accommodate for various professional learning needs.

Amplified leadership sessions will continue with a yearly overview of focus areas. Detailed agendas aligned to time-frames will strengthen productivity and organisation. Executive will continue to align collaborative stage sessions to the High Impact professional learning tool, School Improvement Plan, The Australian Teaching Standards and School Excellence Framework..

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
Reading NAPLAN Top 2 Bands <ul style="list-style-type: none">13.6% of students achieving top 2 bandsIncrease % of Aboriginal students in the top 3 bands.	The 2021 NAPLAN Numeracy results show that 23% of students achieved in the top two bands which was well above the school target set. The Premier's Priority Area lower bound target was exceeded by 11%. 18% of Aboriginal students achieved results in the top 3 bands in Reading
Numeracy NAPLAN - Top 2 Bands <ul style="list-style-type: none">8.52% of students achieving in the Top 2 bands in NumeracyIncrease % of Aboriginal students in the top 3 bands.	The 2021 NAPLAN Numeracy results show that 16.95% of students achieved in the top two bands which was well above the school target set. The Premier's Priority Area, lower bound target was exceeded by 9.2%. 41% of Aboriginal students achieved results in the top 3 bands in Numeracy
Reading NAPLAN - Growth <ul style="list-style-type: none">40% of students achieving expected growth in NAPLAN Reading	2021 NAPLAN scores indicate that students in Year 5 exceeded the Premier's Priority Area, lower bound target by 21%

Numeracy NAPLAN - Growth <ul style="list-style-type: none"> • 38% of students achieving expected growth in NAPLAN Numeracy 	2021 NAPLAN scores indicate that students in Year 5 exceeded the Premier's Priority Area, lower bound target by 0.9%
<ul style="list-style-type: none"> • Delivering in 'Data Skills and Use' element in the School Excellence Framework - Teaching Domain • Sustaining and Growing in 'Educational Leadership' element in the School Excellence Framework - Leading Domain 	<p>Data Skills and Use</p> <p>Self Assessment Processes using the School Excellence Framework and QDAI processes demonstrated that;</p> <ul style="list-style-type: none"> - teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data as evidenced by annotated agendas and data talks. <p>Educational Leadership - Excelling</p> <ul style="list-style-type: none"> - The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease - The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.
<ul style="list-style-type: none"> • Sustaining and Growing in the 'Assessment' element in the School Excellence Framework - Learning Domain. • Sustaining and Growing in the 'Effective Classroom Practice' element in the School Excellence Framework - Teaching Domain. 	Self Assessment using the School Excellence Framework shows the theme of Assessment as delivering and Effective Classroom Practice as sustaining and growing

Strategic Direction 2: High Potential Innovative Pedagogies

Purpose

Adapting to the changing landscape of learning design is essential for our students in developing agile approaches to creativity and problem solving to meet the needs of our current and future society.

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.

- Enhanced STEM Learning through the lens of the General Capabilities and Design Thinking
- Strengthening Student Agency

Resources allocated to this strategic direction

Socio-economic background: \$99,050.00

Aboriginal background: \$4,000.00

Summary of progress

In 2021 Strategies Direction 2 was underpinned by the following initiatives;

Initiative 1 - Enhanced STEM Learning through the lens of the General Capabilities and Design Thinking

Evidence of Activity involved introducing and establishing school processes for utilising school technology resources.

This process involved establishing a technology team to support school processes for the use of robotics and other technology. In consultation with the Librarian Assistant and Technical Support Officer we established an audit and borrowing system from STEM resources through Oliver and the set up of a technology room and technology maintenance. This format was amended to suit a digital learning format and was delivered via Zoom.

Evidence of Impact showed the school technology needed resource upgrades to support the roll out of devices for classroom use and during remote learning. The curriculum is enhanced by learning alliances with other schools or organisations, including a partnership with The University of Technology, Sydney (UTSxSTEMPLAY).

Future implications

- Extending the technology team to ensure a systems approach to auditing technology continues in 2022.
- Strengthening access to professional learning to support enhanced STEM learning in K-6.
- UTSxSTEMPLAY Invitations are being extended to James Meehan HS to attend Curran PS site for sessions. Extend these partnerships into Stage 2 to provide PL for teachers and earlier aspirational experiences for students.
- External and internal staffing would continue to support technical issues and organisation.
- The student and staff technology teams will move from organisation roles to more leadership responsibilities. This could include a focus "push" group who learn new technology skills and then use these skills to upskill other students.

Initiative 2 - Strengthening Student Agency

Evidence of Activity included multiple opportunities for students and the Student Representative Council to be an integral part of the school decision making process. These included working with the AECG to design the new school shirt and developing a new school play area 'The Chill Out Space'.

Evidence of Process involved student surveys and forums which ensured students had a say in school decisions. Connecting students with outside agencies such as Aboriginal Artist, Michael Fardon and the AECG. During remote learning, feedback was gathered regularly from students and families (phone calls - meeting minutes, surveys and DoE guidelines for wellbeing advice for students). This was used to redesign wellbeing sessions, learning tasks as well as Zoom teaching and communication strategies. This was also continued into face to face learning where students in primary were surveyed on what they want to see, keep and change.

Results from student responses on the Tell Them Me survey included 'Advocacy at school' 0.3 above replica school mean. Aboriginal students 0.7 above replica school mean. Expectations for success improved over the past 3 years and were equal to replica school mean from snapshot 1.

Students continue to be an integral part of all aspects of the Strategic Improvement Plan through the Student Representative Council forums. Continue to allow students to be the driving force on the use of playground spaces. Continue to provide students with opportunities to work with outside agencies.

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
<ul style="list-style-type: none"> • University partnerships established in Stage 3 to support teaching and learning programs. • Delivering in the 'Learning and Development' element in the School Excellence Framework - Teaching Domain • Teachers demonstrate currency of content knowledge and evidence based teaching practice in all their teaching areas. • Technology and learning spaces are utilised to enhance student learning. 	<p>Achievement of Annual Progress</p> <ul style="list-style-type: none"> • Strong University partnership established with University of Technology, Sydney and Stage 3 Team/Students. • Stage 3 teachers demonstrating content knowledge and teaching practices in the area of STEM, with the support of UTSxSTEMPLAY program. • UTSxSTEMPLAY changed to suit digital learning format and delivered via Zoom. The teacher's PL was folded. Students didn't get to have the onsite visit. UTS will come to visit students at school instead.
<p>Strengthening Student Agency Initiative</p> <ul style="list-style-type: none"> • Tell Them From Me Survey indicates above state norm in the areas of Sense of belonging, Advocacy and Expectations for Success. • Consolidate Delivering in the 'Curriculum' element in the School Excellence Framework - Learning Domain. 	<p>Tell From Me Survey showed students advocacy at school on par with state averages. The school are still working towards improving averages in the areas of , sense of belonging and expectations for success.</p> <p>In the Curriculum element of self assessment the school self assessed at sustaining and growing.</p>

Purpose

Valuing the importance of connections in strengthening cognitive, emotional, social, physical and spiritual wellbeing.

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.

- Connection to the Land
- Transitions for Success
- Connect, Succeed and Thrive

Resources allocated to this strategic direction

Aboriginal background: \$4,800.00

Summary of progress

In 2021 Strategic Direction 3 was underpinned by the following initiatives;

Connection to the Land

All staff and students developed a personalised Acknowledgment of Country. Staff and students, including School Captains and Student Representative Council (SRC), have had the opportunity to share Personalised Acknowledgment to Country as introduction to whole school assemblies and meetings. A whole school acknowledge was published.

Aboriginal perspectives, history and culture have been established with the assistance of the Aboriginal Education Officer (AEO). Partnerships with the local community have been established, the AEO and executive have worked with the AECG and local Indigenous artist Michael Fardon to design Curran Public School's new school shirt and sports shirt. A consultative process was completed, whereby Michael Fardon and the AEO worked with the SRC to design a variety of shirts and the school community (staff, students and families) voted on their favourite design of choice.

Staff and student are able to present a personalised Acknowledgement of Country at any whole school events. 100% of students being given an Aboriginal designed school shirt and many being able to acknowledge the design as being of Dharawal significance and being able to share this knowledge with community.

Future directions will ensure that with staff change over, new staff have the same opportunity to complete the Acknowledgement of Country. Staff have the opportunity to design an Aboriginal inspired staff shirt and undertake professional learning with Micheal Fardon about the cultural significance of the design. Whole school NAIDOC celebrations with a focus on developing respect and appreciation for country as part of the 2021 theme 'heal country'

Transitions for Success

A range of activities were implemented to assist with successful transitions across the school. One on one sessions were delivered with Pre Kindergarten students as part of of SACC (Schools as Community Centres) program. Part day exemptions on new support unit students to observe and meet the diverse needs of the students. Twice termly meetings with the feeder high school and participation in termly competitions with parent involvement to best prepare the students for secondary school.

Many of the activities that require interaction and utilisation of the school community were not able to go ahead due to COVID protocols.

While many of the initiatives were restricted for 2021 this allowed further planning and preparation for 2022 implementation.

Future directions will include utilising the SACC community programs and staff expertise will be expanded in 2022. Employment of an Assistant Principal Inclusion and Support will improve the transition of support students further by utilising expertise and one on one sessions with experienced staff to best meet diverse needs. Many of the initiatives for twice termly meetings with the high school will be able to implemented in 2022.

Connect, Succeed and Thrive

Strengthening Attendance - Many of the the recommendations from the director's 'Attendance Matters' initiative have been embedded including fortnightly meeting with HSLO for advice on action and targeted intervention spreadsheet communicated with staff. Attendance TPL for staff on term 3 SDD from My PL and adapted for the school's context. The teachers excelled at parent contact during remote learning and completing CW reports weekly on non-attendance as evidenced by SENTRAL data. In term 4 the school established SMS system for parent contact, daily prize draw for on time and attendance. Before the end of the year an attendance team will be established. Next year the school hopes to return to a range of extra curricular engagement programs and parent and community involvement in attendance plans.

Positive Behaviour for Learning- The Benchmarks of Quality (BoQ) document at the beginning of 2021, which was completed to identify areas of strength and areas for improvement across 10 critical elements of PBL implementation. Results were entered into an Excel spreadsheet and the PBL team identified the current areas of improvement in PBL. The leadership team and PBL team organised Professional Learning in maintaining the areas of strength, which included staff commitment and expectations and rules. The PBL team led professional learning on behaviour expectations and welfare processes. All staff, including SLSO's, engaged in professional learning, delivered to staff in Term 2 School Development Day and whole school meetings. Staff had the opportunity to contribute to the the evaluation and update of school wide welfare processes and whole school wellbeing frameworks to contribute to the PBL relaunch for 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
Connection to the Land Initiative <ul style="list-style-type: none"> Students are exposed to writing an Acknowledgement of Country. AEO established foundations for Dharawal language and cultural programs. AEO and school Aboriginal Education team lead PLP process. 	<p>The allocation of this funding has resulted in an increase in the percentage of Aboriginal students finding school to be an engaging, culturally safe place to learn. This is reflected in Tell Them From Me 2021 student data which indicated that 54% of Aboriginal students strongly agree and a further 25% agree that they feel good about their culture when they are at school. Staff work in partnership with the Aboriginal Education Officer to build their knowledge and value of the identity, culture, heritage and languages of their Aboriginal students. The Tell Them From Me 2021 student data indicated that 42% of Aboriginal students strongly agree and a further 38% agree that their teachers have a good understanding of their culture. A direct link between school being recognised as a culturally safe space could be seen through an increased percentage of Aboriginal students attending school at least 90% of the time from 32% in 2020 to 36% in 2021.</p> <p>Curran Public School has a strong focus on Aboriginal children being equally represented in the achievement of education at the same level or better than their peers. The impact of high level activities translates to a stable trend of 18% of Year 3 and Year 5 Aboriginal students achieving in the top 3 bands in NAPLAN Reading in 2021. There is an increase in the percentage of Year 3 and 5 Aboriginal students achieving the top 3 bands in NAPLAN Numeracy to 41% in 2021.</p> <p>The school has also achieved 30% of Aboriginal students developing a personalised Acknowledgement of Country to strengthen cultural connection and belonging. 100% of Aboriginal students' Personalised Learning Pathways involved the parent or carer, classroom teacher and student. Staff demonstrated a growing understanding of the importance of working in partnership with parents to ensure that Aboriginal students are able to achieve their aspirations using culturally appropriate practices.</p>
Transitions for Success Initiative & Connect, Succeed and Thrive Initiative <i>Attendance target 2021 in term 2 60%</i>	<p><i>2021 Attendance Data 47.4% as of 29.11.21</i></p> <p>Learning Culture - Attendance- Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students as evidenced by SENTRAL data. The school community celebrates regular and improved attendance through awards and parent communication.</p>
Transitions for Success Initiative & Connect, Succeed and Thrive Initiative <ul style="list-style-type: none"> Delivering in the 'Learning Culture' element of the School Excellence Framework- Learning Domain. 	<p><i>2021 Attendance Data 39%, which was above state 38.9% and network 34%</i></p> <p>Learning Culture - Attendance- Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students as evidenced by SENTRAL data. The school community</p>

<ul style="list-style-type: none"> • Delivering in the 'School Resource' element of the School Excellence Framework- Learning Domain. • Delivering in the 'Wellbeing' element of the School Excellence Framework- Learning Domain. 	<p>celebrates regular and improved attendance through awards and parent communication.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$59,966.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Curran 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional School Learning Support Officer (0.85 FTE) to support students identified as having a learning disability, learning difficulty and/or emotional/behavioural learning needs. • School Learning Support Officer to provide point of need teaching to support students in small groups and/or 1:1 support during reading and number lessons. Support teachers with the delivery of Personalised Learning and Support Plans for targeted students. The strategies and assessment methods will be strengths-based and within the students' Zone of Proximal and Potential Development. • School Learning Support Officer will support students to implement personalised strategies from Individual Behaviour Management Plans. Support provided to classroom teachers to proactively meet the behavioural, social and emotional, communication and sensory needs of complex students. • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <p>Every student with Integration Funding Support had a Personalised Learning and Support Plan that increased access to the curriculum. The School Learning and Support Officer increased teacher capacity to deliver tiered interventions to support students with complex learning needs. This directly resulted in improved levels of engagement, progress towards the achievement of literacy and numeracy goals and an increase in self regulating student behaviours. The Learning and Support Team regularly monitored and evaluated the effectiveness of personalised strategies delivered by the School Learning Support Officer. This resulted in a responsive and multidisciplinary team approach to supporting students receiving Integration Funding Support.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued employment of a School Learning Support Officer (SLSO) to deliver personalised learning and support strategies to students receiving Integration Funding Support. The SLSO will support the delivery of adjustments in the classroom and playground settings.</p> <p>The school will work in partnership with the local high school to ensure that students who are receiving Integration Funding Support in Year 6 and are transitioning to a mainstream class in Year 7 secondary school experience a smooth transition. The Learning and Support Team will collaborate with secondary school staff about the learning and wellbeing needs of these students, sharing relevant documents such as Personalised Learning and Support Plans.</p> <p>The school learning and support team will strengthen the annual review of funding allocation. Parents and carers, teaching staff and allied health professionals will review the allocation and may request changes to a student's summary profile if their learning and support needs have changed.</p>
<p>Socio-economic background</p> <p>\$575,646.11</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Curran 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</p>

<p>Socio-economic background</p> <p>\$575,646.11</p>	<p>including:</p> <ul style="list-style-type: none"> • Instructional Collaborative Practice and Collective Teacher Efficacy • Enhanced STEM Learning through the lens of the General Capabilities and Design Thinking • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • the employment of 3 temporary teachers to release three Assistant Principals to provide differentiated mentoring and coaching to teachers. • supplementation of extra-curricular activities through the Got Game program and allied health professionals such as a Speech Therapist. • professional learning for the leadership team to develop effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. • reduced teaching load of Assistant Principals to increase support for teachers to manage a positive learning environment and establish effective classroom management. • the employment of 2 Deputy Principals to support teaching and learning and the maintenance of an inclusive, effective and safe learning environment. <p>The allocation of this funding has resulted in:</p> <p>Enhanced distributed leadership through the employment of two school funded Deputy Principal's and reducing the teaching load of all Assistant Principals. The Tell Them From Me teacher survey indicates that 67% of teachers strongly agree and the remaining 33% agree that school leaders in my school are leading improvement and change. The school norm was higher than the state norm for teachers who reported that school leaders have provided me with useful feedback about my teaching and that school leaders have helped me improve my teaching. These results reflect that the teaching staff directly benefit from having point of need access to school leaders. The Tell Them From Me student survey results also show the positive impact of increased availability of school leaders. Student response to the statement that they feel they have someone at school who consistently provides encouragement and can be turned to for advice was 8.1 which was above the state norm of 7.7. There could also be a correlation between the increase in time school leaders spent coaching and mentoring in the classrooms, to student responses to the statement 'teachers set clear goals for learning, establish expectations, check for understanding and provide feedback' which was above the state norm. Data indicates using funding to increase the density of school leaders available to flexibly respond to the environment resulted in improved teaching and learning and wellbeing for students and increased professional development and support for staff.</p> <p>The allocation of this funding resulted in the employment of a 1 day per week Speech Therapist to target students in K-2.</p> <p>The Speech Therapist assessed and analysed students' speech and language skills in targeted classrooms. Assessment results were provided to classroom teachers and parents. The Speech Therapist supported students to develop their capabilities in receptive language, expressive language, pragmatic language, play skills, literacy and phonological skills, speech fluency and articulation. In 1:1 sessions and small groups the Speech Therapist modelled correct sounds and syllables for students. Students were provided with personalised communications strategies to help them to understand others and share their thoughts and ideas.</p> <p>The allocation of this funding also resulted in professional learning for the school leadership team through Amplified Leadership days. Through targeting professional learning to school leaders, the school has developed effective instructional leadership, increased management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. School leaders completed the Leading Collaborative Teacher practice modules and Herrmann whole brain thinking modules. This resulted in an improvement in skills to lead a high performing team. All school leaders agreed that the Amplified Leadership professional learning days improved their ability to lead educational change.</p> <p>After evaluation, the next steps to support our students with this</p>
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<p>Socio-economic background</p> <p>\$575,646.11</p>	<p>funding will be:</p> <p>Continued employment of a school funded Deputy Principal and a reduction in the teaching load of Assistant Principals to support classroom teachers with teaching and learning and classroom management. The Assistant Principals will refine practices to utilise mentoring and coaching to ensure greater consistency and a school-wide approach to behaviour management. Through demonstration lessons, observations and feedback, they will ensure that well-planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. The Assistant Principals will model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. School leaders will continue to strengthen the coaching model by embedding explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. The Assistant Principals will use time to engage in these practices with their teams to increase teacher expertise. The Deputy Principals will refine their role statements to developing the capacity of middle leaders through growth coaching and feedback. The Deputy Principals will also shift towards supporting the Principal with the strategic improvement planning cycle. Next steps to support the students would also include the continued employment of allied health professionals. The Speech Therapist will work with teachers and school staff to provide expertise and training and ensure that they are equipped to best support students with specific needs. Specialised professional learning for school teachers on oral language development, assessment tools, screening tools and intervention programs would increase sustainability. The Speech Therapist will work in the classroom with teachers to model and implement strategies for students with speech/language disabilities. Amplified Leadership professional learning days will continue for school leaders. As the school transitions into the Connected Communities Strategy, the school leadership team will experience growth with new positions. Redefining leaders roles statements will occur. The school leadership team will recalibrate the Strategic Improvement Plan to align with the key deliverables of the Connected Communities Strategy and recent evidence based practices.</p>
<p>Aboriginal background</p> <p>\$86,461.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Curran 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"> • Connection to the Land • Strengthening Student Agency • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process. • creating learning environments where Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted, including the design a new school uniform with a Dharawal artist. • ensuring all students learn about Aboriginal culture, histories and experiences. Work with local AECG and community to develop Aboriginal content across the curriculum. AEO to work in classrooms to support the teaching of Aboriginal histories and culture. AEO with the Aboriginal Education team to coordinate school events recognising Aboriginal and Torres Strait Islander culture. • build and support a culture of high expectations and community engagement, resulting in improved educational outcomes for Aboriginal learners. AEO with the Aboriginal Education team to deepen partnerships

Aboriginal background

\$86,461.00

with The Fields Aboriginal Education Consultative Group, The Opportunity Hub and Tharawal Aboriginal Corporation.

- AEO consults with The Fields Aboriginal Education Consultative Group and The Gujaga Foundation to promote Dharawal language through the renaming of the school's Sports Houses.
- AEO works in partnership with The Opportunity Hub to lead the Sista Speak program for female Stage 3 Aboriginal students. The program develops positive relationships, respect for self and others, and promotes pride in Aboriginal identity.
- Aboriginal students record a personalised Welcome to Country or Acknowledgement of Country. Stage teams co-construct a personalised Acknowledgement of Country.

The allocation of this funding has resulted in:

An increase in the percentage of Aboriginal students finding school to be an engaging, culturally safe place to learn. This is reflected in Tell Them From Me 2021 student data which indicated that 54% of Aboriginal students strongly agree and a further 25% agree that they feel good about their culture when they are at school. Staff work in partnership with the Aboriginal Education Officer to build their knowledge and value of the identity, culture, heritage and languages of their Aboriginal students. The Tell Them From Me 2021 student data indicated that 42% of Aboriginal students strongly agree and a further 38% agree that their teachers have a good understanding of their culture. A direct link between school being recognised as a culturally safe space could be seen through an increase percentage of Aboriginal students attending school at least 90% of the time from 32% in 2020 to 36% in 2021.

Curran Public School has a strong focus on Aboriginal children being equally represented in the achievement of education at the same level or better than their peers. The impact of high level activities translates to a stable trend of 18% of Year 3 and Year 5 Aboriginal students achieving in the top 3 bands in NAPLAN Reading in 2021. There is an increase in the percentage of Year 3 and 5 Aboriginal students achieving the top 3 bands in NAPLAN Numeracy to 41% in 2021.

The school has also achieved 30% of Aboriginal students developing a personalised Acknowledgement of Country to strengthen cultural connection and belonging. 100% of Aboriginal students' Personalised Learning Pathways involved the parent or carer, classroom teacher and student. Staff demonstrated a growing understanding of the importance of working in partnership with parents to ensure that Aboriginal students are able to achieve their aspirations using culturally appropriate practices.

After evaluation, the next steps to support our students with this funding will be:

To strengthen Aboriginal culture, histories and languages for the school community, including all students, staff, parents and the wider community. Aboriginal students will learn about local Aboriginal histories and culture through weekly Culture Class lessons. Learning experiences will be mapped with the Aboriginal Education Officer, Aboriginal parents, local Elders and the local Aboriginal Education Consultative Group. Every student will have regular access to Aboriginal histories, culture and language by embedding perspectives across the curriculum. This will lead to an understanding of Aboriginal heritage and culture and the history of the interaction between Indigenous and non-Indigenous Peoples. Next steps will also include revitalising culture through teaching the local Dharawal Aboriginal language. Aboriginal languages will be part of school curriculum. Technology will allow children and young people to learn the Language or Languages of their Peoples, wherever they live. The school will also investigate leading a Junior Aboriginal Education Consultative Group to increase leadership and Aboriginal student voice.

Staff will increase their cultural competency by completing Aboriginal cultural awareness training, including the Connecting to Country professional learning. All teachers will demonstrate that they understand Aboriginal parents/families have high expectations for their children and all teachers work in collaboration with parents/caregivers and communities to ensure Aboriginal students achieve these expectations. This will be achieved through renewing partnerships with Aboriginal parents through inclusion in the Connected Communities Strategy in 2022.

<p>English language proficiency</p> <p>\$83,176.89</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Curran 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 a 0.2 FTE English as an Additional Language or Dialect (EAL/D) Teacher to work with classroom teachers to identify EALD students' level of English language proficiency and to become familiar with students' cultural understandings. The EAL/D teacher will work with stage teams to unpack the EAL/D progression phases with teachers and examine what each phase looks like as an observable behaviour in the classroom. • EAL/D teacher works in collaboration with classroom teachers to identify the language and literacy demands and any assumed cultural and conceptual knowledge underlying the texts used in class programs. Unpacking the language learning demands for EAL/D learners to include identifying the requirements of tasks, the language processes and the types of texts students are required to respond to and produce. Planning with classroom teachers for designed-in learning occurring to provide targeted support for key vocabulary acquisition. • additional staffing intensive support for students identified in beginning and emerging phase. <p>The allocation of this funding has resulted in:</p> <p>The school is experiencing a growing enrolment of English as an Additional Language and/or Dialect students, particularly in Years Kindergarten to Year 2. As a result, there is an increasing focus being placed on targeting support towards this equity group. Analysis of the Reading and Numeracy data for EAL/D students indicated that Year 3 students are achieving higher percentages in the top two bands in comparison to their Year 5 counterparts. 12.5% of Year 5 and 44% of Year 3 EAL/D students achieved in the top two bands in NAPLAN Reading in 2021. 12.5% of Year 5 and 18% of Year 3 EAL/D students achieved the top two bands in NAPLAN Numeracy in 2021.</p> <p>The Tell Them From Me student survey provides greater insight into the impact of high level activities. 58% of students from an Immigrant status indicated they felt a sense of belonging in the Tell Them From Me Survey 2021 data. This is below the state mean. 90% of students from an Immigrant status valued school outcomes as reflected in the Tell Them From Me survey results.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued employment of specialist English as an Additional Language and/or Dialect (EAL/D) teacher to deliver targeted support to students and build the capacity of teachers to support EAL/D learners in the classroom. The EAL/D teacher will work with the leadership team to build their professional knowledge of the the EAL/D enhanced teaching and learning cycle. The EAL/D teacher will provide advice and practical strategies for supporting the particular learning needs of EAL/D students by considering key factors such as English language proficiency, background knowledge, prior schooling and the linguistic and cultural experiences of EAL/D learners. The school will participate in professional learning to build staff capacity in the identification and support of Aboriginal and Torres Strait Islander students who are EAL/D. The leadership team and EAL/D teacher will engage with the Deadly Dialects eLearning resource which addresses the bidialectal needs of Aboriginal students to support teachers in developing their knowledge and skills in understanding Aboriginal English and the implications of bidialectal awareness and code-switching.</p>
<p>Low level adjustment for disability</p> <p>\$233,558.22</p>	<p>Low level adjustment for disability equity loading provides support for students at Curran Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

Low level adjustment for disability

\$233,558.22

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:

- Learning and Support Teachers collaborate with classroom teachers to make adjustments to the curriculum, instruction, environment and assessment procedures. The Learning and Support Teacher works with teachers to develop the SMART goals and strategies within Personalised Learning and Support Plans for students with disabilities and complex learning needs.
- Learning and Support Teachers use a collaborative and consultative approach so that students themselves and their parents and carers are actively involved in decision-making. Learning and Support teachers support the classroom teacher to meet with parents/carers, external service providers and students where appropriate to develop, monitor and evaluate personalised learning for students with disabilities and complex needs. They drive the Access Request process for eligible students to apply for Integration Funding Support or a supported setting. They liaise with the Out of Home Care Teacher to support students in care to develop PLaSPs that ensure equal access and achievement of the curriculum.
- employment of a K-6 SLSO (1.0 FTE) to support students identified as having a learning disability, learning difficulty and/or emotional/behavioural needs.

The allocation of this funding has resulted in:

Improved personalised support to students with learning disabilities and/or complex learning needs. Funding allocation allowed for the release of expert staff from their classroom teaching load to deliver co-ordinated learning and support across all stages. This resulted in 100% of students with a diagnosed disability or those receiving Integration Funding Support having a Personalised Learning and Support Plan. The Learning and Support Teacher and school funded School Learning Support Officer supported the delivery of proactive intervention to increase curriculum access and reengage students. There was also a reduction in the intensity and frequency of challenging student behaviours through an improved sense of school is a place for me.

After evaluation, the next steps to support our students with this funding will be:

To strengthen the delivery of school wide approaches to improving student learning, behaviour and wellbeing. The school will improve tiered interventions to support students with complex learning needs, leading to higher levels of engagement and progress in literacy and numeracy. The continued employment of specialist Learning and Support Teachers will ensure that teaching and learning is adjusted based on students' unique needs, enabling students with complex learning needs to access the same educational opportunities as their peers. Stronger evaluation processes also need to be embedded into the school planning cycle to measure the impact of funding allocation on the effectiveness of adjustments for students. The school will utilise the Learning and Support Teacher to improve teacher capacity to collect and analyse holistic assessment of a student's learning and support needs. Assessment of data specific to the individual student, such as reading and numeracy, language, communication, social/emotional, behaviour, health care, attendance, will be used to identify a student's learning and support needs. The Learning and Support Team will further collaborate with medical practitioners, health or allied health professionals and therapists, such as a paediatrician, school psychologist, speech pathologist, occupational therapist, audiologist. This will provide holistic assessment to inform personalised strategies and support. The school will also strengthen partnerships with the School Services team to coordinate and deliver responsive services and initiatives supporting learning and engagement for a diverse range of students, including Aboriginal students and students with a disability and/or additional needs. We will strengthen partnerships with external service providers and allied health professionals

<p>Low level adjustment for disability</p> <p>\$233,558.22</p>	<p>to support student learning and wellbeing. This will form part of the work achieved through the Connected Communities Strategy.</p>
<p>Literacy and numeracy</p> <p>\$8,364.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Curran 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"> • the Instructional Leader in consultation with the Assistant Principals will purchase decodable texts and quality texts to support reading instruction. • online program subscriptions to support literacy and numeracy. • resources to support the quality teaching of literacy and numeracy. <p>The allocation of this funding has resulted in: Early Stage One and Stage One teachers being supported to implement the Science of Reading professional learning through the use of decodable texts. K-2 staff confidence to teach phonology awareness has increased. Staff report guided reading practice have shifted towards teaching explicit phonics instruction to help students learn the relationship between printed letters and the sounds they represent. The purchase of decodable texts directly supported the systematic and explicit phonics instruction as students are learning to blend together sounds to read words. These resources supported teachers to deliver the phonics scope and sequence that introduces letters, and letter combinations, in a carefully considered sequence, from simple to complex.</p> <p>After evaluation, the next steps to support our students with this funding will be: To purchase decodable texts that are appealing to older readers who have developed the constrained skills required to decode. The purchase of high quality texts will also support readers that have acquired decoding skills. High quality texts will increase text complexity for students in Stages Two and Three and support the development of linguistic comprehension. The provision of professional learning for staff who have not completed the Effective Reading Suite will also support reading instruction K-6.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,512.97</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Curran 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"> • Other funded activities <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 • the Instructional Leader working collaboratively with the school leadership team to identify professional learning needs in literacy and numeracy. The Instructional Leader identifies quality professional learning opportunities for assessing and teaching literacy and numeracy across Kindergarten to Year 6, and will develop additional teacher professional learning to fill any gaps. • the Instructional Leader will collaborate with the leadership team to investigate the Science of Reading. Teaching and learning shifts away from L3 practices towards The Simple View of Reading. Teachers experiment with systematic and explicit instruction of the phonological sequence using decodable texts in K-2. • the Instructional Leader leads the development of English and Mathematics K-6 Scope and Sequences. Retain an external expert to

<p>Early Action for Success (EAfS)</p> <p>\$171,512.97</p>	<p>support the development of the Scope and Sequences aligned to the Department's continuum of learning.</p> <ul style="list-style-type: none"> • Instructional Leader to lead the delivery of the Department's diagnostic tools. Provide all teachers with new tools including the literacy and numeracy learning progressions and online diagnostic assessments, that will assist them to more quickly and consistently identify and address individual student literacy and numeracy needs, and provide tailored support or interventions. An assessment schedule for the range of diagnostic tools and assessments developed. • Instructional Leader to build middle leaders and teacher capacity to identify students at risk of not meeting literacy and numeracy standards in Kindergarten to Year 2 through use of PLAN2, Department diagnostic tools, PAT assessment (Year 2 only). Lead collaborative planning and instructional coaching conversations to maintain a focus on diagnostic assessment, differentiated teaching and tiered interventions for K-2 students. Stage teams to identify on track, targeted and critical students in Reading and Numeracy using a range of external and internal data sources. <p>The allocation of this funding has resulted in:</p> <p>Improved student performance through targeted support in literacy and numeracy. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan to be implemented. The employment of the Deputy Principal Instructional Leader built the capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes. Staff reported an improvement in their pedagogy and teaching practice, data collection and analysis, curriculum delivery and differentiation. The Instructional Leader provided professional learning with a particular focus on the Science of Reading. L3 was decommissioned and there was a shift towards the practice of decoding and linguistic comprehension. K-2 staff engaged in The Effective Reading Suite professional learning blended modules supported by the Instructional Leader.</p> <p>The Instructional Leader also built the capacity of middle leaders to lead data informed practices in literacy and numeracy as part of fortnightly Instructional coaching and weekly collaborative planning sessions. Teaching staff K-6 were supported to analyse literacy and numeracy samples and implement strategies or interventions to tailor targeted support. Student progress was tracked by all classroom teachers using the PLAN2 Areas of Focus. The Instructional Leader built teacher expertise to plan teaching and learning lessons to move students along the Literacy and Numeracy Learning Progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The Early Action for Success program will cease in 2022. The Assistant Principals Curriculum and Instruction will provide instructional leadership K-6 in the priority areas of literacy and numeracy. The school will continue to utilise these specialists to lead whole school professional learning in literacy and numeracy. A significant future direction will be the provision of support to Stage One teachers and the Stage One Assistant Principal as the school has been selected as an Accelerated Adopter school. Professional learning, resources and a range of flexible options for implementation of the Curriculum Reform will be mapped. The school will work with a Curriculum Advisor to support the development of an action plan for the Curriculum Reform.</p>
<p>QTSS release</p> <p>\$57,965.01</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Curran 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 initiative funding include:</p> <ul style="list-style-type: none"> • employment of a 0.5FTE temporary teacher to release classroom

<p>QTSS release</p> <p>\$57,965.01</p>	<p>teachers to engage in fortnightly instructional coaching conversations and mentoring.</p> <ul style="list-style-type: none"> • individual instructional coaching sessions timetabled fortnightly for one hour for all teaching staff. Coaching conversations to focus on building the expertise of teachers to formatively assess students and use a range of assessment including the literacy and numeracy progressions. Instructional coaching conversations to build the skills of teachers to monitor and reflect on the progress of every student to identify strengths and gaps in learning. This included creating, regularly updating and reflecting on individual student literacy and numeracy learning goals. • a coaching model to support colleagues to use a range of data to improve individual and collective teaching practice by modifying teaching programs and implementing classroom strategies as part of an ongoing improvement cycle. <p>The allocation of this funding has resulted in:</p> <p>The Tell Them From Me teacher survey indicated that the school was above the state norm in most aspects of the data informed practices. In particular, teachers use results from formal assessment tasks to inform my lesson planning (8.6) and my assessments help me understand where students are having difficulty (8.4). 100% of teaching staff regularly used a collaborative reflection journals to engage in regular discussions and peer review of programs, assessment and interpretation of data. All stage teams worked with colleagues, drawing on internal expertise to use class and cohort data to inform co-planning such as lessons and assessments. All staff reported that their confidence to work in collaboration with peers increased as a result of this professional learning. Staff identified that instructional coaching conversations successfully supported their individual growth. This model will be continued in 2022, aligned to whole school Reading and Numeracy targets. Teaching staff self-assessed the school using the Schools Excellence Framework as being 'sustaining and growing' in the element of Learning and Development. Further to this, staff evaluated the professional learning models using the Department's High Impact Professional Learning School Self-assessment tool. The results indicated that 31% of staff assessed the school at delivering, 44% sustaining and growing and 25% placed the school as excelling in 4.1.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue strengthening a culture and structures that build a cycle of professional learning that enables learning and growth in every teacher. The school will maintain collaborative planning and instructional coaching conversations as models that support ongoing professional growth. The next steps would be to ensure that professional learning is continuous and coherent to develop teachers knowledge. School data indicates that numeracy is a priority area for future professional learning. Professional learning will be differentiated to met the diverse needs of teaching staff. Professional learning models will be flexible and responsive allowing for Early Career Teachers to be supported through mentoring, observation and feedback. More experienced teachers will be provided with coaching and opportunities to develop their adaptive expertise. Further to this, expert teachers will be provided the opportunity to develop the capacity of their peers through release. This will enable expert teachers greater opportunities to achieve the higher levels of accreditation aligned to the Performance Development Plan cycle.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Curran Public School who may be at risk of not meeting minimum standards.</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"> • Quality Teaching and Data Informed Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<ul style="list-style-type: none"> • employment of interventionist staff to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • analysis of internal and external data measures to inform K-6 student focus areas, measure growth and plan targeted professional learning. <p>The allocation of this funding has resulted in:</p> <p>Improved student learning outcomes in reading using a range of assessment tools. PLAN2 Areas of Focus were used to monitor student progress through teacher observation and formative assessment during small group instruction. Diagnostic tools indicated growth in Phonics Year 1 Screening. In Term 2, Phonics data for Stage 1 indicated 5% of students were on track, with a further 40% of students being targeted and 55% critical. In Term 4, there was an increase to 26% of students on track and a reduction of students being identified as targeted or critical, with only 30% of students identified as targeted and 33% critical. The Check-In Assessment also provided evidence of impact in the area of reading. Year 4 students experienced an increase from 39.1% in Term 2 to 42% in Term 4 of students achieving the expected benchmarks. Year 6 students also demonstrated a slight improvement in their results with an increase from 48.4% in Term 2 to 51.1% in Term 4 of students achieving the expected benchmarks.</p> <p>The COVID Intensive Learning Support Program provided targeted for students in literacy and numeracy. Students experienced increased confidence and growth as a result of small group instruction. Highly experienced teachers delivered the program and worked collaboratively with the classroom teachers to assess student learning. The use of the National Literacy and Numeracy Learning Progressions by the supplemented COVID ILSP teacher, further supported the development of a shared language to describe progress with examples.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to release highly expert teachers to lead collaborative planning and the COVID ILSP. These structures will ensure that teachers have support to monitor student groups using 5-weekly cycles, to inform teaching and learning cycles. The school will develop an assessment schedule to support teachers with a timeline of diagnostic tools including the use of the; Check-in assessment, Year 1 Phonics Screening Check, Phonics Diagnostic Assessment, Interview for Student Reasoning and Phonological Awareness Diagnostic Tool. Collaborative planning will strengthen the collective expertise of teachers within the school through regular discussion and peer review of programs, assessment and interpretation of data. The collaborative practices will have increased accountability for teachers to work with colleagues to use class, cohort and school data to inform co-planning such as lessons and assessments.</p>
<p>COVID ILSP</p> <p>\$221,249.57</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 1.925 FTE teachers to deliver small group tuition. • providing targeted, explicit instruction for student groups in literacy and numeracy. • development of resources and planning of small group tuition. • releasing staff to participate in professional learning, including collaborative planning and instructional coaching conversations. • employment of additional staff to support the monitoring of COVID ILSP funding.

COVID ILSP

\$221,249.57

The allocation of this funding has resulted in:

The implementation of intensive small group tuition program, meeting students 'point of need' in literacy and numeracy as identified through rigorous student assessments. The COVID ILSP team systematically collected and analysed a full range of literacy and numeracy student assessment data to support data triangulation and identify students who may not be achieving their potential and benefit from targeted COVID ILSP support. PLAN2 was then used to create groups and Areas of Focus. The COVID ILSP team accessed weekly professional learning through participation in the online modules. The team accessed 'at point of need' professional learning, professional readings and instructional leadership sessions centred around the What Works document and aligned to the High Impact Professional Learning (HIPL). The team uploaded initial identification data into an evidence bank on a shared drive to inform future evaluations. The COVID ILSP team worked with teachers, using data to monitor and assess student progress and achievement and design future learning on group and/or individual levels. Evidence pieces such as photos and work samples were uploaded in weekly learning sequences and reflected upon during instructional coaching sessions. The team evaluated the implementation of the program informally during weekly data collaboration time and impact on student progress.

After evaluation, the next steps to support our students with this funding will be:

Continued employment of temporary teachers to release expert teachers to deliver small group tuition in literacy and numeracy. In 2022 all students receiving COVID ILSP will have a Personalised Learning and Support Plan that includes strategies delivered by the COVID ILSP team. Students identified to participate in the program will have data triangulated with PLAN 2, Check-In and NAPLAN to inform future cycles of tuition. Gap analysis for student equity groups including Aboriginal students, English as an Additional Language and/or Dialect and students with disabilities will be tracked. The COVID ILSP team will evaluate formally and document in SPaRO at end of each term in 2022 following the five essentials for effective evaluation model. COVID ILSP teachers will input student assessment data into PLAN2 and/or upload into evidence bank on SPaRO. The team will monitor financial spending through WBS/IO and SCOUT in collaboration with the Business Manager and school principal.



Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	141	131	138	143
Girls	124	121	117	119

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.5	89.1	86.1	88.4
1	89.9	89.2	85.3	86.2
2	91.8	88	82	89.7
3	89.4	92.4	83.3	90.4
4	90.4	87.1	80.6	87.7
5	88.7	90.8	84.3	86.2
6	90.2	89.4	82.2	84.7
All Years	89.9	89.3	83.2	87.7
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.

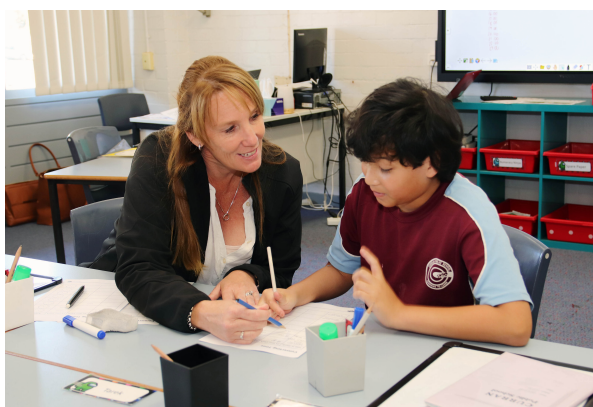
Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which 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)	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.23
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
Teacher ESL	0.2
School Administration and Support Staff	10.57
Other Positions	0.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	302,464
Revenue	5,261,819
Appropriation	5,184,904
Sale of Goods and Services	4,855
Grants and contributions	71,139
Investment income	121
Other revenue	800
Expenses	-5,353,578
Employee related	-4,558,698
Operating expenses	-794,880
Surplus / deficit for the year	-91,758
Closing Balance	210,706

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	59,966
Equity Total	978,842
Equity - Aboriginal	86,461
Equity - Socio-economic	575,646
Equity - Language	83,177
Equity - Disability	233,558
Base Total	3,293,645
Base - Per Capita	70,918
Base - Location	0
Base - Other	3,222,727
Other Total	529,404
Grand Total	4,861,858

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

With the continuation of COVID-19 and related restrictions, Curran Public School placed a strong emphasis on ensuring all students, staff and community continued to have a sense of belonging and connectedness. The school prioritised the importance of maintaining a positive school community that allowed for students and their parents/carers to feel supported through continued connection and high levels of communication during periods of Learning from Home.

Curran Public School continued to use various modes of communication, including Facebook and the SeeSaw and Skoolbag Apps to ensure regular communication with the community. During Learning from Home, the school delivered high quality learning experiences using Google Classrooms and Zoom Meetings. This ensured both continuity of learning for all students and allowed home-school partnerships to strengthen as it improved communication with families. Regular telephone calls provided parents/carers with support to deliver the units of work. To strengthen accessibility to technology, the school loaned out laptops and dongles to ensure all community members were connected. The roles of support staff, as well as several teaching staff were redefined to make regular contact with our families via telephone. Classroom teachers and support staff held weekly Zoom meetings with students to maintain learning and wellbeing.

Curran Public School believes that successful schools foster greater communication with parents and encourage parental involvement in their child's schoolwork, enlisting parents as volunteers at the school and to participate in school governance. The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

Parents

Tell Them From Me parent survey data indicates that the areas that were above the school mean include 'I can easily speak with my child's teachers', 'reports were written in terms we understand', and 'if there were concerns with my child's behaviour the teachers would inform me immediately'. Areas for focus for the future include informing parents about their child's social and emotional development. Parents found the school newsletter, Skoolbag app, Facebook page and seesaw useful forms of communication about school news and acknowledged that the school had sought their input or opinion on areas such as school planning, policy and curriculum delivery.

Staff

In Term 3 all staff completed the Tell Them From Me survey anonymously. The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research areas. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The areas that were well above state norms included leadership and collaboration. All other areas were at state averages.

Students

Students were able to provide feedback towards school operations and involvement through the bi-annual Tell Them From Me survey. These results are compared with NSW Government Norms. The areas that were above state norms included participation in extracurricular activities, student with positive behaviours at school, teachers setting clear goals for learning, and advocacy. Areas for improvement included developing a positive sense of belonging and ensuring students perceive positive relationships with their peers.



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.