

2022 Annual Report

Curlewis Public School



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Introduction

The Annual Report for 2022 is provided to the community of Curlewis Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School vision

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

School context

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

In 2022, Curlewis Public School had a student population of 76. This number has steadily increased over the past 5 years. It is predicted that student enrolments will remain consistent for the next 3 years. Of these enrollments; 52% of students identify as Aboriginal, 7% are English As a Second Language (ESL) and 30% travel to school from Gunnedah. In the current 2021 cohort, 57% of students commenced Kindergarten at CPS and 43% enrolled at a later stage.

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

Attendance at Curlewis Public School has been consistent over the past 3 years with an average of 93%. Our Aboriginal student attendance is on par with our overall attendance. School suspension rates have significantly decreased over the past 5 years.

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

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

Curlewis Public School has a strong focus on student well-being. Our school values are respect, responsibility and do your best. A chaplain is currently employed 2 days a week and runs Rock and Water with K-6 and BRAVE with Year 6 students. The Resilience Project; Gratitude, Empathy and Mindfulness is also a major program to support student well-being. In 2022 Aboriginal funds will be used to employ an Aboriginal Education Officer 1 day a week.

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

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

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

Self-assessment using the School Excellence Framework

| Elements | 2022 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

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

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

Initiatives

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

- Focus on Students and Teaching

Resources allocated to this strategic direction

Location: \$15,469.67

AP Curriculum & Instruction: \$30,114.20

Low level adjustment for disability: \$40,610.20

Socio-economic background: \$90,327.24

Aboriginal background: \$112,381.66

Integration funding support: \$0.00

Professional learning: \$0.00

English language proficiency: \$2,400.00

QTSS release: \$10,917.50

Per capita: \$14,150.08

Summary of progress

In 2022 we continued our whole school focus on building the capacity of staff in teaching Mathematics, the key areas were creating a streamlined scope and sequence that linked with the numeracy progressions and Mathematics Syllabus and was easily differentiated to meet the weekly needs of all students.

Over 2022 teachers began to implement weekly Mathematics assessments to fully differentiate their lessons. This was identified as a challenge as a number of the assessments created did not cover the key points in that week. Therefore, in 2022 aligning the assessments with the scope and sequence became a focus. This is still a work in progress and will continue to be a focus on 2023.

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

In 2022, our Year 1/2 implemented the new K-2 syllabus as part of the pilot program. This required the Year 1/2 teacher making changes to our K-2 Mathematics scope and sequence. In 2023 we will continue to focus on this.

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 |
|---|---|
| System Negotiated Targets: <ul style="list-style-type: none">• Improvement in the percentage of students achieving in the top 2 bands in Reading from 21.43% (2019) 27% (2 students) | In 2022 the number of students in the top 2 bands in reading was 41%. This indicates achievement of the annual progress measure was maintained from 2021 to 2022. |
| <ul style="list-style-type: none">• Improvement in the percentage of | In 2022 the number of students in the top 2 bands in numeracy was 15% |

| | |
|---|---|
| students achieving in the top 2 bands in numeracy from 28.57% to 33% (4 students) | indicating progress toward the annual progress measure. This percentage was maintained from 2021. |
| • Increase Expected Growth in Numeracy Y3 - Y5 45% - 65 | This information was unavailable in 2022 due to NAPLAN not being run in 2020. |
| • Increase Expected Growth in Reading Y3 - Y5 45% - 55% | This information was unavailable in 2021 due to NAPLAN not being run in 2020. |

Strategic Direction 2: Student and Community Wellbeing

Purpose

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

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

Initiatives

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

- Whole School wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$6,000.00

Summary of progress

In 2022 we continued our focus on student behaviour and wellbeing. The jot form behaviour system was implemented fully and continuous analysis allowed for staff to identify trends in behaviour. Small group, individual and whole school behaviour/value interventions were then created to teach students the school values and how to meet them.

Positive behaviour rewards were also implemented to reward students who demonstrated the appropriate behaviours. This included weekly rewards, term rewards and end of year rewards. The number of awards given at assemblies was also increased to ensure students meeting the values were continually acknowledge. The implementation of values across the school resulted in a 15% decrease in student behaviour from 2021- 2022.

Although effective - the jotform system was difficult to analyse. The decision has therefore been made to purchase SENTRAL in 2023 to better track student wellbeing and behaviour.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|--|---|
| TTFM Survey Advocacy at school: improvement in the percentage of student reporting positive outcomes to be at or above state average (2020 84%) | 100% of students indicate a positive sense of wellbeing - Advocacy - demonstrating achievement of this school-based progress measure. |
| 90% of students attending >90% of the time | 40% of students attended school for 90% of the time demonstrating that we are still working towards achieving this progress measure. |

| Funding sources | Impact achieved this year |
|---|--|
| <p>Socio-economic background</p> <p>\$96,327.24</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Curlewis Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focus on Students and Teaching • Whole School wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in Spelling and Mathematics to support student learning • Tiered Intervention Approach - utilising SLSO to run MacqLit and Mini-Lit • employment of external providers (Speech Therapist) to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: By supporting teachers with PL in effective differentiation for Mathematics, aligning the NSW Mathematics Syllabus and progression and updating our scope and sequence; 100% of teachers K-6 are implementing differentiation in their Mathematics lessons. This has resulted in an increase of students making appropriate progress and meeting stage expectations.</p> <p>By providing SLSOs in MiniLit and Multi-lit, assessing all Year 1-6 students to identify those most at need and timetabling SLSOs to complete the programs a minimum of 3 times a week per group - 90% of students who accessed MiniLit and MacqLit made significant progress in reading. With 30% successfully completing the program.</p> <p>By employing a speech therapist once a fortnight- 100% of students requiring speech therapy have access - those with extra speech needs are supported with reports to locate additional speech therapy</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continuing the differentiation focus into Spelling and Reading - Extending MacqLit and Multi-Lit hours to allow more students to access - Continuing speech therapy in 2023 |
| <p>Aboriginal background</p> <p>\$112,381.66</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Curlewis Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focus on Students and Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • employment of additional staff to run a transition program 2 days a week <p>The allocation of this funding has resulted in the following impact: As a result of employing an AEO Aboriginal language and culture was authentically integrated into everyday learning. This involved introducing all students and staff to language and traditions. The AEO also supported staff with the integration of Aboriginal culture into lessons and supported our</p> |

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| <p>Aboriginal background</p> <p>\$112,381.66</p> | <p>Aboriginal families - particularly with transitions to high school. Our AEO left the position part way through the year and we had difficulties replacing him.</p> <p>As a result of decreasing our class sizes, students were able to be provided with more 1:1 and small group opportunities within the classroom. Smaller class sizes also allowed more space in the classroom for stand and lap desks to catering for a range of learning styles.</p> <p>As a result of running a transition program 2 days a week all students entering Kindergarten were familiar with class routines. It also allowed teachers to identify students with additional needs and provide the Early Interventions required to best support students.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Employ an AEO to continue the authentic integration of Aboriginal culture in the classroom. Provide Professional Learning opportunities for all staff to built their capacity of Aboriginal culture and teaching Aboriginal students. |
| <p>English language proficiency</p> <p>\$2,400.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Curlewis Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focus on Students and Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact:</p> <p>As a result of small group LaST time on comprehension - all ESL students are working at stage appropriate level in Literacy. LaST was also provided to extend students in Mathematics.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>ESL students will continue to be supported in a similar manner in 2023.</p> |
| <p>Low level adjustment for disability</p> <p>\$40,610.20</p> | <p>Low level adjustment for disability equity loading provides support for students at Curlewis Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focus on Students and Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention Mini-Lit and MacqLit to increase learning outcomes <p>The allocation of this funding has resulted in the following impact:</p> <p>As a result of employing a LaST 4 days a week targeted interventions were established for students most at risk at falling behind in Literacy and Numeracy. This resulted in a positive shift in the number of students achieving stage outcomes in Reading and Number. The LaST also supported teachers in whole class and small group intervention in the classroom.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue the employment of a LaST 4 days a week. Provide additional RFF to classroom teachers to work with the LaST on PL around whole class instruction and differentiation.</p> |

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| <p>Location</p> <p>\$15,469.67</p> | <p>The location funding allocation is provided to Curlewis Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focus on Students and Teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidise excursions • Free incursions • Free after school sporting activities <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 100% of students participating in incursions - 65% of students participating in after school activities - 100% of students attending excursions <p>After evaluation, the next steps to support our students will be: Continue to utilise the funding to ensure all students are provided with opportunities to participate in excursions and incursions.</p> |
| <p>QTSS release</p> <p>\$10,917.50</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Curlewis Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focus on Students and Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - staff being provided with additional RFF to collaborate with both executives and teachers on the same stage. - Quality Teaching Rounds - teachers providing other teachers with constructive and effective feedback. <p>After evaluation, the next steps to support our students will be: In 2023 we will utilise the funding in the same manner as 2022. We will also introduce planning days so that teachers who share classes and stages can collaborate.</p> |
| <p>COVID ILSP</p> <p>\$40,906.00</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: 100% of students have made progress in reading with 50% of students are now on track to meeting end of year reading expectations.</p> |

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| <p>COVID ILSP</p> <p>\$40,906.00</p> | <p>70% of students working on Numeracy skills have made progress. 40% of students are now on track to meeting end of year expectations in basic number.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Teacher professional learning in targeted interventions for Mathematics. - Continued small group support for students with low level needs in Literacy and Numeracy |
| <p>AP Curriculum & Instruction</p> <p>\$30,114.20</p> | <p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focus on Students and Teaching <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • 1:1 support for teachers to build their capacity in literacy and numeracy • Professional Learning on new K-2 curriculum for all teachers • Support whole school programming with updated scope and sequences in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: As a result of 1:1 support for teachers to build their capacity in literacy and numeracy all teachers are implementing differentiated mathematics lessons K-6. This has resulted in students making progress in all areas of Mathematics and early years gaps being filled.</p> <p>As a result of K-2 new curriculum PL all K-2 were able to create effective Literacy and Numeracy programs for K-2 students.</p> <p>After evaluation, the next steps to support our students will be: Further work on Literacy differentiation. In 2023 we will focus on creating a fully differentiated spelling scope and sequence with the associated PL.</p> |
| <p>Integration funding support</p> <p>\$17,626.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Curlewis Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focus on Students and Teaching • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: All students who were allocated integration funding where provided with an SLSO in the classroom and playground. This allowed 1:1 support that was directed by individual learning plans.</p> <p>After evaluation, the next steps to support our students will be: Funding will continue to be used in the same manner in 2023.</p> |
| <p>Professional learning</p> <p>\$8,042.95</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Curlewis Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p> |

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| Professional learning \$8,042.95 | <p>including:</p> <ul style="list-style-type: none"> • Focus on Students and Teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Expert teachers releived from classrooms to support other students with differentiation - modelled professional learning • SLSO professional learning in Mini-Lit and Macq Lit <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Professional learning allowed SLSOs to be upskilled in Minilit and Macqlit. As a result students are provided with tailored literacy interventions. * Releasing expert teachers allowed staff to collaborate and share knowledge. <p>After evaluation, the next steps to support our students will be:</p> <p>Provide additional professional learning to SLSO in Mathematics to run similar small group interventions.</p> <p>Further collaboration in 2023.</p> |
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Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 22 | 28 | 29 | 43 |
| Girls | 26 | 28 | 27 | 34 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 87.8 | 89.1 | 92.0 | 86.8 |
| 1 | 96.3 | 81.4 | 90.4 | 83.5 |
| 2 | 93.7 | 88.7 | 91.2 | 86.3 |
| 3 | 93.8 | 96.5 | 91.6 | 81.8 |
| 4 | 92.6 | 92.5 | 93.6 | 88.5 |
| 5 | 91.5 | 86.0 | 93.7 | 86.0 |
| 6 | 95.0 | 92.9 | 87.4 | 91.4 |
| All Years | 93.1 | 89.0 | 91.3 | 86.5 |
| State DoE | | | | |
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 93.1 | 92.4 | 92.8 | 87.9 |
| 1 | 92.7 | 91.7 | 92.7 | 87.4 |
| 2 | 93.0 | 92.0 | 92.6 | 87.8 |
| 3 | 93.0 | 92.1 | 92.7 | 87.6 |
| 4 | 92.9 | 92.0 | 92.5 | 87.4 |
| 5 | 92.8 | 92.0 | 92.1 | 87.2 |
| 6 | 92.1 | 91.8 | 91.5 | 86.3 |
| All Years | 92.8 | 92.0 | 92.4 | 87.4 |

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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 |
| Assistant Principal(s) | 0.2 |
| Classroom Teacher(s) | 2.39 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.17 |
| School Administration and Support Staff | 1.41 |

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

| Staff type | Benchmark ¹ | 2022 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.00% | 4.10% |
| Teachers | 3.00% | 3.30% |

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

| | 2022 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 11,556 |
| Revenue | 1,264,345 |
| Appropriation | 1,225,514 |
| Sale of Goods and Services | 8,807 |
| Grants and contributions | 29,813 |
| Investment income | 212 |
| Expenses | -1,227,217 |
| Employee related | -977,775 |
| Operating expenses | -249,442 |
| Surplus / deficit for the year | 37,128 |
| Closing Balance | 48,684 |

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.

| | 2022 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 17,626 |
| Equity Total | 246,322 |
| Equity - Aboriginal | 112,382 |
| Equity - Socio-economic | 96,327 |
| Equity - Language | 2,400 |
| Equity - Disability | 35,213 |
| Base Total | 705,914 |
| Base - Per Capita | 14,150 |
| Base - Location | 15,470 |
| Base - Other | 676,295 |
| Other Total | 83,538 |
| Grand Total | 1,053,400 |

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

In 2022, students undertook an anonymous, online survey about their experiences at Curlewis Public School for Educational Statistics and Data; Tell Them From Me platform.

Advocacy: Advocacy at school refers to the support received from adults in the school who consistently provide encouragement and who can be turned to for advice. 100% of students surveys stated positive supports within the school and would recommend Curlewis Public School to others.

Sense of belonging: Sense of belonging refers to students' feelings of being accepted and valued by their peers and by others at school.. 76% of students surveyed recognised a positive sense of belonging. This is an area we will continue to work on in 2023.

A parent survey was completed which indicated that the majority of parents felt welcome at Curlewis Public School. Recommendations were suggested from parents which included reintroducing buddy reading and reintroducing Fantastic Friday. These suggestions will begin in 2023.

The staff survey indicated that the majority of the staff felt supported in their roles within the school. A number of staff commented on the limited planning and preparation time available to teachers. This will be considered when budgetting in 2023.

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.