2022 Annual Report

Curl Curl North Public School

3925

Introduction

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

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

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School vision

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

School context

Curl Curl North Public School is an inclusive and innovative school located on the Northern Beaches of Sydney with a student enrolment in 2022 of 733 students. The school culture strongly focuses on learning and providing enjoyable and challenging educational opportunities and experiences for all students, focusing on differentiation, data-driven pedagogy and strong community connections. Approximately 23% of students have a language background other than English, and 7% require some level of EAL/D (English as an Additional Language or Dialect) support. The school has a small number of students who identify as having an Aboriginal or Torres Strait Islander background.

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Differentiation in Curriculum Provision
- Data-Informed Practices

Resources allocated to this strategic direction

Per capita: $4,697.76

Summary of progress

Differentiation in Curriculum Provision

Our focus for Semester 1, 2022, was to improve teaching and assessment practices in reading with particular emphasis on vocabulary, phonological awareness, and monitoring of student growth.

Professional learning on the importance of vocabulary instruction in developing effective readers was conducted in Term 1 and followed up with opportunities for teachers to implement explicit vocabulary teaching strategies in their classrooms. Teaching and learning programs and observations during learning walks revealed that this resulted in a more consistent focus on vocabulary instruction during guided reading, using evidence-based strategies, across the school.

Following the success of the trial of Heggerty Phonological Awareness program in 2021, this program was implemented for all students K-2. Data on student progress was collected at the beginning, middle and end of the year. Kindergarten mid-year data indicated the need for a focus on syllables and rhyme. This resulted in targeted intervention in these areas during literacy lessons. End of year data was used to identify 'at risk' students in Year 2. These students were assessed using the Phonological Awareness DoE assessment, linking to PLAN2, to inform the formation of groups for intervention in Year 3 in 2023. The use of Heggerty will continue across K-2 in 2023 and will be used, where necessary, as a targeted intervention for students in Year 3 and above.

PAT-Reading assessments were conducted at the beginning and end of 2022. A K-2 tracking document was updated twice per term with information regarding phonic knowledge, sight words and reading benchmarks. This information supported the monitoring of student growth and achievement in reading with data being discussed and analysed in stage meetings, and teaching and learning programs being adapted accordingly.

In 2023, school priorities within reading will include a focus on the use of decodable readers in phonics instruction and the explicit teaching of fluency. These are two areas of effective reading instruction identified in the research which have not yet been specifically addressed in our high impact profession learning.

Throughout semester 2, 2022, our focus was on both improving teacher practice in numeracy, with a particular emphasis on multiplicative strategies, and understanding the upcoming curriculum reform in preparation for the first new syllabuses being taught in 2023.

Through professional learning on the assessment and teaching of multiplicative strategies, followed by five-weekly rapid action cycles focused on classroom practice and use of PLAN2, teachers were able to analyse student growth and achievement, modify their teaching and learning programs accordingly, and identify students 'at risk' of not making expected progress in this area. This information will inform the formation of groups for targeted intervention in 2023. Further professional learning and classroom-based, instructional leader support will be implemented to develop more consistent evidence-informed practices in the explicit teaching of multiplicative strategies across the school.

All staff completed professional learning from NESA and the DoE on the implementation of the new K-2 English and Mathematics syllabuses. These sessions encouraged professional dialogue and close investigation of the new curriculum documents and the underlying research base. This led to a deeper understanding of the rationale and organisation of the new syllabuses for all teachers and resulted in stage teams reporting feeling more confident in planning for 2023. This approach will be replicated in 2023 with a focus on the new 3-6 English and Mathematics

syllabuses.

Data-Informed Practices

In 2022, our focus within data-informed practices was to enhance the use of the learning progressions and PLAN2 to monitor student progress and target teaching accordingly.

Professional learning on the numeracy progressions and creating areas of focus within PLAN2 was conducted in Term 2. This led to teachers using the numeracy progressions sub-element of multiplicative strategies within PLAN2 to support assessment and recording of student achievement in this area. During five-weekly rapid action cycles focused on multiplicative strategies, Assistant Principals facilitated data-informed professional dialogue, planning for teaching and setting challenging learning goals for students to support their progress in this sub-element. Students at risk of not making progress were identified in preparation for targeted intervention from classroom teachers in 2023.

In 2023, school priorities within data-informed practices in numeracy include the development of data cards for each student, to present a summary of their progress and achievement. We will also work with staff to apply what they have learnt about using the progressions and PLAN2 to support targeted teaching in other sub-elements of the numeracy progressions.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the percentage of students achieving in the top 2 NAPLAN reading bands by 6.2% from the system-negotiated target baseline.	2022 NAPLAN data indicates 62.56% of students are in the top two skill bands for reading, indicating the school did not achieve the system-negotiated target, however, progressed beyond the target baseline by 1.16%.
• Increase the percentage of students achieving in the top 2 NAPLAN numeracy bands by 5.9% from the system-negotiated target baseline.	2022 NAPLAN data indicates 46.6% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in all teachers completing high impact professional learning on the big ideas in number.
• Increase the percentage of students achieving expected growth in NAPLAN numeracy by 1.5% from the system-negotiated target baseline. • All students are monitored on at least one sub-element of the' Number sense and algebra' element of the Numeracy progressions. • Teachers have identified targeted groups of students at risk of not making expected growth in multiplicative thinking.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, focus on this target has resulted in increased use of the numeracy progressions and PLAN2 to plan for targeted, explicit teaching and formation of student groups requiring intervention.
• Increase the percentage of students achieving expected growth in NAPLAN reading by 1.5% from the system-negotiated target baseline. • 69.2% of students are showing expected growth on the PAT Reading assessment scaled score. • All K-2 students reading levels are monitored with students not making expected growth identified.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However PAT-Reading data indicates that 72% of Year 3 students, 51% of Year 4 students, 50% of Year 5 students and 35% of Year 6 students achieved greater than expected growth in reading. Ongoing focus is required in data-informed reading instruction to ensure growth continues in the upper years of primary school. Focus on this target in K-2 has enabled consistent monitoring of student progress in phonics knowledge, sight words, phonological awareness and reading benchmarks.
• All grades analyse student progress on at least one sub-element of the literacy and numeracy progressions.	As a result of prioritising curriculum reform, there was a delay in implementing initiatives in Term 3 requiring this work to be postponed to 2023.

Purpose

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

Initiatives

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

- Innovative Practice
- Collaborative Professionalism

Resources allocated to this strategic direction

Professional learning: $14,627.00

Summary of progress

In Term 1, the first structured learning walk of the year started with leaders and teachers gathering evidence of school goals and students' learning progress in Early Stage One with a focus on early reading skills. Following targeted professional learning for all Kindergarten teachers on Scarborough's Reading Rope, phonemic and phonological awareness, and early reading skills, the learning walk identified how teaching practices had been modified to enhance student learning using current research in early reading. The purpose of the learning walk was for leaders and teachers to collect student data following targeted professional learning undertaken by teachers in 2021/2022. The learning walk allowed the leaders and teachers to reflect on what was heard from students and what was noticed in the learning space, using reflection questions to discuss the impact of learning across our school. n particular, the professional learning undertaken in 2021/2022 and how this learning transformed teaching practice, evidenced by feedback and observations of student learning.

As a result of the first learning walk conducted, despite different teaching styles being evident across the different classes, the productivity of students and the language they used about their learning was consistent; there were opportunities for explicit teaching that was targeted at different levels with developing potential in all students including high potential and giftedness. The learning walk team could identify that students were using language that was specifically connected to professional learning, e.g. visible learning practices such as feedback, and the learning walk team commented on the accountability, motivation and independence demonstrated by the students., noticeably the metalanguage that the students demonstrated within first six months of formal schooling and the explicit teaching with consistency across the grade.

In Term 2, the school invited school executives from other schools within The Beaches Network to join in on a learning walk through Stage 3 (Year 5 and Year 6) and Early Stage 1 (Kindergarten) with the purpose of understanding at a whole school level the teaching and learning programs that we have implemented to improve student learning outcomes with a focus on visible learning practices. In Term 3, all teachers in Years 1-4 either had their classroom walking through or were part of the learning walk team with the purpose of understanding the progress our students had made in becoming assessment-capable learners. As a result of the learning walk, the observers observed and described evidence of impact as classrooms being student-centred, where motivated, on-task learning behaviours were evident, with teachers facilitating learning rather than taking centre stage. Student talk drastically outweighed teacher talk, and teacher talk was limited to explicit teaching and highly purposeful questioning.

During this learning walk, we also looked at the supports on the walls (The Third Teacher) that supported student learning. Classroom walls become interactive learning spaces and show evidence of usefulness to our students, supporting them to become independent, self-regulatory learners by teaching them where they can go for help beyond the teacher. Each leader on the walk took the time to write a 'Post-It Note of Appreciation for each teacher that welcomed us into their classroom learning environment. Messages used the Retell-Relate-Reflect strategy to provide feedback to the classroom teacher. Retell- the most significant noticing during the walk. Relate - Why the noticing during the walk was meaningful, Reflect - a new insight or perspective that may be now clearer. The feedback from the learning walk team was incredibly positive, resulting in collegial discussions and opportunities to visit other classrooms to see and hear student learning in action. As part of the learning walk process, the group reflected on what the learners saw and heard in response to; What are you learning? Why?, How are you doing?, How do you know?, How can you improve? and Where do you go for help?

In 2023, the school has prioritised learning walks as a collaborative enquiry model, which will be used to facilitate

evidenced-based practices of collaboration where learning walks will; provide opportunities to identify areas for improving their own practice, such as through reflective conversations, encourage teachers to be more open to adapting their instructional practice and changing or trying new teaching strategies, develop collective capacity-building of all teachers and provide opportunities to adapt and target professional learning within a school based on observations made.

To increase student interest and motivation in their learning, the Positive Behaviour for Learning (PBL) team rolled out explicit student lessons on the Curly Dispositions; Collaboration, Creativity, Resilience, Accountability and Motivation. All students across the school moved into vertical grouping structures similar to how the school Peer Support program operates. In these groups, students engaged with a specific learning disposition each week, with each session providing explicit teaching of the disposition and activities to further all students understanding of how the disposition is useful in learning. Integrating teacher professional learning on the Aboriginal 8 Ways of Learning Pedagogy, groups were engaged in brainstorming activities to create an image/symbol that best represented each of the dispositions. In 2023, school priorities within this area include the allocation of an image or symbol to each Curly Disposition, where learning resources can be created incorporating the symbols and disposition on posters, stamps, stickers or information supporting consistency and in enhancing student capacity in using future-focused skills and dispositions to maximise learning.

Throughout 2022, the PBL team promoted a greater emphasis on the Curly Code expectations, with house points tallied at the end of each term leading to a winning house chosen each term for a mufti/house colour day, including a reward from the school canteen. This initiative strengthened the house leaders' connections with each other, as leaders of the houses that didn't win supported the winning house on the day. This initiative also promoted a sense of students belonging to their house groups, with students across the school celebrating with each other. In 2023, the PBL team identified future directions to further strengthen this area, including continuing term-based reward systems, announcements during assemblies and reminders to all staff to use the wave cards to acknowledge students displaying appropriate behaviours, which are given out regularly to reward or promote positive behaviours.

Throughout semester 2, the PBL team started to re-design the Curly Code using the Curly Dispositions and in line with our new school learning spaces. There was a delay in implementing actions towards this initiative due to curriculum priorities, and therefore, this work is postponed to 2023.

In recognising a need across the school to improve student well-being, the PBL team organised a performance from Brainstorm Productions 'The H Team - Wellbeing and Cyber Safety Program' focusing on teamwork, impulse control and resilience. As a result of positive student and staff feedback following the performance, the team decided to use this performance to complement the school's existing programs. In 2023, the school has prioritised a focus on 'Being Brave', which will complement and support student wellbeing.

Throughout 2022, school leadership team members participated in professional learning to develop their coaching capabilities. Two deputy principals and three assistant principals completed the Solutions-Focused Coaching Model two-day course in term 2. The principal, two deputy principals and five assistant principals completed the Corwin - Coaching for Impact course in term 3, across four sessions. Analysis of feedback following this professional learning indicated that leaders had improved confidence in having professional conversations where they coach members of their teams to arrive at an effective solution to a problem independently. Further, the coaching professional learning provided a specific structure for leading these conversations. It allowed leaders to develop their capabilities in key coaching skills such as active listening, rephrasing, openness and curiosity. In 2023, the school has prioritised opportunities for our new Assistant Principals - Curriculum and Instruction to complete the Corwin - Coaching for Impact course so that they can use a consistent coaching approach to that already employed by the leadership team.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the percentage of students who report being interested and motivated in their learning on the student *Tell Them From Me* survey with an uplift of 5% from the 2020 baseline. • Increase the mean score within the Technology driver of student learning on the teacher Tell Them From Me survey with an uplift of 5% from the 2020 baseline. • Increase the percentage of students who strongly agree or agree that they	• Tell Them From Me Student Survey data indicates the percentage of students who report being interested and motivated in their learning has decreased by 5% from the baseline measure. However, Tell Them From Me Student survey data indicates strong growth in students who report being interested and motivated in their learning, with Year 4 student data increasing by 18% from the baseline measure. • Tell Them From Me Teacher Survey data indicates the mean score within the Technology driver of student learning has increased by 1% from the baseline measure. • Tell Them From Me Student Survey data indicates the percentage of students who agree or strongly agree that they used the CCNPS Learning Dispositions to help them learn decreased by 4% from the baseline

use the Curl Curl North Learning Dispositions to help them learn on the student *Tell Them From Me* survey with an uplift of 5% from the 2020 baseline.	measure.
• Aspiring leaders, teachers who are identified as in need of support and teachers who request it are involved in formal coaching and/or mentoring opportunities. • School leaders have used the CCNPS Learning Walk protocol to observe and provide feedback on teaching practices and there is an uplift in the mean score on the Leadership Driver on the Teacher Tell Them From Me survey.	• All aspiring leaders, teachers identified as needing support and teachers who requested support were involved in formal coaching and/or mentoring opportunities. 100% of the school leadership team completed an intensive 'Coaching for Learning Impact' masterclass with leader feedback indicating improved coaching conversations including coaching as a daily, informal action and as a way of 'being' with each other. • Tell Them From Me Teacher Survey data indicates the mean score within the Leadership driver of student learning has increased by 7% from the baseline measure. 100% of teachers participated in learning walks at CCNPS by either conducting a learning walk or having their classroom walked through. School leaders used the CCNPS Learning Walk protocols to observe and provide feedback on teaching practices, with the survey data indicating a 17% increase from the baseline measure in school leaders taking time to observe teaching practices and an 8% increase from the baseline measure in school leaders providing useful feedback about teaching practices.
• Aspiring leaders, teachers who are identified as in need of support and teachers who request it are involved in	• All aspiring leaders, teachers identified as needing support and teachers who requested support were involved in formal coaching and/or mentoring opportunities.

Strategic Direction 3: Relationships and Belonging

Purpose

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

Initiatives

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

- Positive Respectful Relationships
- Well-being and Belonging

Resources allocated to this strategic direction

Professional learning: $3,200.00
Per capita: $400.00

Summary of progress

In 2021, the principal attended sessions facilitated by the School Leadership Institute, which engaged with Andy Hargreaves to provide professional learning focused on student engagement. As a result, there was an increased understanding of the latest research on student engagement in today's classroom. This theory sparked interest in how psychological and social perspectives of student engagement can be integrated within the teaching and learning at Curl Curl North Public School. This learning was taken back to the school, complementing the visible learning practices already in place, with 'motivation' being one of the five Curly Dispositions. Further to this, a team of staff attended the two-day Corwin Conference 'Making learning visible, not by chance but by design' where a session focused on student engagement provided further professional learning in; understanding the factors that affect student engagement, hearing about practical ways to develop a shared language for student engagement with practical strategies and approaches for engagement that includes students as active partners in the learning process. As a result, an inspired teacher who attended applied her professional learning to improve student engagement in her classroom and, through initiating professional discussions and a video presentation for colleagues across the school, advocated for strategies backed by current research and practice to improve the educational outcomes of students, to be trialled in other classrooms. Professional dialogue during this time across the school included the various forms of disengagement and engagement, how as a class/grade/stage/whole school, we could tackle disengagement in our students, what the best teaching and learning practices are that engage students in the learning process and how our school can cultivate a culture of engagement across the school.

Learning walks conducted throughout Semester 2 provided an opportunity to see how professional learning theory was followed by a transformation of teaching practice with classrooms showing explicit reference to 'student engagement'. Throughout the learning walks, teachers and leaders observed shared student understanding and language around the levels of engagement and what this looked like in the classroom environment. For example, a student could participate, invest, or drive their learning experience instead of being a disruptor or avoided.

In 2023, the school has prioritised; re-visiting other systems within the PBL self-assessment survey, working with all students on building advocacy and increasing student voice, especially in being able to identify a staff member with whom they can talk for advice, support or assistance, and increasing parental engagement to improve understanding of student learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the mean score on 'Inclusive School' on the parent *Tell Them From Me* survey with an uplift of 3% from the 2020 baseline..	In 2022, the mean score on 'Inclusive School' on the parent Tell Them From Me survey is 66%. This is an increase from the mean score of 65% in 2021, which equals the baseline score collected in 2020.

• Increase the percentage of teachers reporting classroom systems for Positive Behaviour for Learning (PBL) as 'in place' on the PBL Self Assessment Survey (SAS) with an uplift of 2.5% from the 2020 baseline.	The Curl Curl North Public School Positive Behaviour for Learning (PBL) team has been targeting one of the four systems of the self-assessment survey as an initial and annual assessment of effective behaviour support systems in the school. Initial baseline data recognised the need for improvement of classroom management and systems, which has been the focus of the PBL team in 2022. The overall percentage of teachers who report classroom systems for positive behaviour for learning as being 'in place' has increased by 17.6% from the baseline measure. The greatest lift within the 11 statements included a 28.6% increase in teachers identifying that procedures for expected problem behaviours are consistent with school-wide procedures. The results from the PBL SAS completed by teachers will guide the PBL team in determining the targeted areas for improvement in 2023.
• Increase the mean score on 'Students with a positive sense of belonging' on the student *Tell Them From Me* survey with an uplift of 3% from the 2020 baseline. • Increase the mean score on 'Advocacy at School' on the student *Tell Them From Me* survey with an uplift of 3%.	In 2022, the mean score on 'Students with a positive sense of belonging' on the student Tell Them From Me survey is 72%. This is a decrease from the mean school of 77% in 2021. Of note, there were less girls who indicated they felt accepted and valued by their peers and by others at the school, with an 18% difference compared to male students. In 2022, the mean score on 'Advocacy at School' on the student Tell Them From Me survey is 74% . This is a decrease from the mean school of 77% in 2021. Furthermore, the survey indicated that 67% of students had a teacher or staff member to talk to for advice, support or assistance, 17% of students neither agreed nor disagreed and 16% of students disagreed or strongly disagreed.
• Increase the proportion of students attending >90% of the time with an uplift of 4.9%.	In 2022, the proportion of students attending >90%of the time was 57.2%, equivalent to the state average. In 2022, 24.8% of students fell into the 85% - 95% attendance bracket. This result is due to families taking leave for travel purposes or students being supported by the learning and support team who were away for physical or mental health reasons. In supporting and encouraging an increase in student attendance, the following was implemented; executive and staff professional learning, systems and processes to track and monitor student attendance regularly, regular communication to parents highlighting the importance of regular attendance and the impact of attendance on student learning, and, early response to attendance concerns with consultation with the learning and support team, families and outside agencies if required,

Funding sources	Impact achieved this year
Integration funding support $150,029.00	Integration funding support (IFS) allocations support eligible students at Curl Curl North Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** Additional teacher release time for targeted professional learning or planning, additional school learning support officer time supporting the students to access classroom learning activities and curriculum provision, other activities that support the educational needs of each student, such as additional specialised support required for excursions. **After evaluation, the next steps to support our students will be:** In 2022, a review for all students with an Integration Funding Support (IFS) allocation was conducted in consultation with key people within the student's learning and support team such as the; key teachers, leaders, school counsellor and parents to evaluate the most suitable activities to support student learning in preparation for 2023 Integration Funding Support allocations.
Socio-economic background $23,569.96	Socio-economic background equity loading is used to meet the additional learning needs of students at Curl Curl North Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support MiniLit and MacqLit program implementation. • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** The School Learning and Support Officers (SLSO) have worked under the direction and supervision of the classroom teacher, providing assistance to students with disability and additional learning and support needs within classroom learning environments. **After evaluation, the next steps to support our students will be:** In 2022, a review was conducted to inform which students would benefit the most from targeted programs in 2023.
Aboriginal background $2,893.58	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Curl Curl North Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader

Aboriginal background $2,893.58	student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support the development and implementation of the CCNPS Reconciliation Action Plan (RAP) • staff release to support the professional learning for the CCNPS Aboriginal Education Team in 8 Ways of Aboriginal Learning with a focus on the creation of school literacy resources embedding Aboriginal knowledge and cross-cultural dialogue. **The allocation of this funding has resulted in the following impact:** A team of CCNPS completed '8 Ways of Aboriginal Learning' professional learning engaged with Aboriginal knowledge and cross-cultural dialogue within our school community. As a result of the staff being trained in 8 Ways of Aboriginal Learning pedagogy, bespoke professional learning sessions for the whole school were devised to support a whole staff understanding of 8 Ways Aboriginal pedagogy with a particular focus on staff reflecting on their own personal cultural orientation to learning. As a result of the actions completed on the RAP and in consultation with the AECG, the CCNPS RAP was approved for publishing by Narragunnawali. **After evaluation, the next steps to support our students will be:** CCNPS will continue to focus on the actions developed as part of the RAP for the continual development of school reconciliation commitments.
English language proficiency $25,081.25	English language proficiency equity loading provides support for students at all four phases of English language learning at Curl Curl North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds **The allocation of this funding has resulted in the following impact:** The EAL/D teacher has programs in place that support students who are identified as requiring intensive learning support according to the EAL/D progressions. **After evaluation, the next steps to support our students will be:** The EAL/D teacher as part of the school leadership team to review students requiring support in preparation for the 2023 funding allocation release.
Low level adjustment for disability $91,936.80	Low level adjustment for disability equity loading provides support for students at Curl Curl North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students

Low level adjustment for disability $91,936.80	and in a case management role within the classroom/whole school setting • targeted students are provided with intervention support focused on enhancing behaviour/social emotional progress as determined by the classroom teacher and learning and support team. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in the following impact:** The learning and support teacher has provided direct and timely specialist assistance to; students in mainstream classes with disability, students with additional learning and support needs and their teachers. At CCNPS, this work focuses on the needs of individual students, school priorities and evidence-based programs to assist students with additional learning and support needs. In the learning and support teacher worked within Strategic Direction 3: Positive Respectful Relationships, Well-being and Belonging. **After evaluation, the next steps to support our students will be:** When the funding allocation is known, consultation with the learning and support team will determine the most appropriate activities to enhance learning for students at Curl Curl North Public School in mainstream classes who have; a disability or additional learning support needs requiring an adjustment to their learning, or targeted intervention support.
Professional learning $47,647.29	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 Curl Curl North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborative Professionalism • Well-being and Belonging • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • engaging casual staff to release teachers to engage in the process of learning walks as a collaborative process focused on the continuous improvement of teaching and learning. • course costs, including the engagement of casual staff, for all school leaders to complete professional learning on 'coaching' as a way of supporting the ongoing development and improvement of all teachers. • course costs, including the engagement of casual staff, for four Stage 3 teachers to complete professional learning in order to re-establish the school Peer Support Program. • course costs, including the engagement of casual staff, for all school staff to complete relevant professional learning. **The allocation of this funding has resulted in the following impact:** This year, leaders walked with clarity and purpose through every classroom at CCNPS. In improving the opportunities for leaders to be keen observers they collected data which was used to inform conversations with teachers about what practices are or are not working in classrooms and why. Changes in the transformation of leadership practice have included; improved confidence in having a professional conversation with a team member and coaching them to arrive at an effective solution to a problem independently, a specific structure for leading these conversations and extremely important traits to build as a team leader such as active listening and rephrasing of questions to show understanding, building leadership capacity as a grade leader, not just through coaching conversations but also day-to-day leadership roles such as leading meetings and difficult conversations. **After evaluation, the next steps to support our students will be:** Enabling staff to engage in a cycle of continuous professional learning aligned with the requirements of the Professional Learning for Teachers and School Staff Policy at Curl Curl North Public School.

Literacy and numeracy $56,106.04	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Curl Curl North Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support intervention teacher **The allocation of this funding has resulted in the following impact:** The delivery of evidence-based literacy and numeracy programs such as MiniLit and MacqLit, along with improved data-driven practices of all learning and support team staff. **After evaluation, the next steps to support our students will be:** A review of students who would benefit the most from these programs and at what year of schooling to maximise student learning outcomes was conducted in Term 4 2022, informing the next steps and informing 2023 planning.
QTSS release $156,752.24	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Curl Curl North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** The establishment of an Instructional Leader as a mentor and a coach to work alongside leaders and classroom teachers to implement data-informed, differentiated mathematics lessons, professional learning on evidence-based teaching practices and high-quality learning resources targeting differentiated quality teaching practices. **After evaluation, the next steps to support our students will be:** In 2023, it was determined that the best use of this allocation includes; providing teacher release to support new curriculum implementation, providing release to establish collaborative teaching practices, allowing teachers to work together and learn from each other through observation and discussion, providing mentoring and coaching support by expert teachers to ensure the ongoing development and improvement of all teachers and strengthening quality teaching practices through the analysis of student data to drive ongoing, schoolwide improvement in teaching practice and student results.
Literacy and numeracy intervention $60,333.53	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Curl Curl North Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities

Literacy and numeracy intervention $60,333.53	**Overview of activities partially or fully funded with this initiative funding include:** • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy **The allocation of this funding has resulted in the following impact:** The delivery of evidence-based literacy and numeracy programs such as MiniLit and MacqLit, along with improved data-driven practices of all learning support team staff. **After evaluation, the next steps to support our students will be:** A review of students who would benefit the most from these programs and at what year of schooling to maximise student learning outcomes was conducted in Term 4 2022, informing the next steps and informing 2023 planning.
COVID ILSP $68,833.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - literacy, numeracy and MiniLit and MacqLit. **The allocation of this funding has resulted in the following impact:** Targeted small instruction reaching 57 students in Years 1, 3, 4 and 5. Literacy groups involved areas of focus on phonic knowledge and word recognition, fluency, understanding texts and spelling. Numeracy groups involved areas of focus on quantifying numbers, additive and multiplicative strategies. All students involved in the CILSP showed evidence of improvement in sub-elements of the literacy and/or numeracy progressions. **After evaluation, the next steps to support our students will be:** For students who have completed the MiniLit and MacqLit programs, the next step differentiated instruction in the classroom with a focus on achieving the next literacy progression indicators in fluency and understanding texts. Students who have received spelling support will be assessed at the beginning of 2023 using the spelling diagnostic tool. Results from this assessment will be used to target classroom-based instruction at the appropriate level. Students who have received numeracy support will be assessed using the PAT maths tests to monitor growth effect sizes. Teachers will access the recorded data in PLAN2 to form targeted instruction groups with a particular focus on multiplicative strategies.

Student information

Student enrolment profile

	Enrolments			
Students	**2019**	**2020**	**2021**	**2022**
Boys	437	441	416	378
Girls	396	397	385	355

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	95.5	95.2	94.7	93.2
1	93.6	95.9	94.7	91.1
2	94.0	96.0	94.0	89.8
3	94.3	95.4	94.0	88.9
4	94.4	95.6	94.8	89.1
5	93.5	95.8	92.9	90.3
6	93.8	94.8	93.3	87.9
All Years	94.1	95.5	94.1	90.0
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.87
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.47

*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	827,187
Revenue	7,053,756
Appropriation	6,381,600
Sale of Goods and Services	-312
Grants and contributions	663,765
Investment income	8,703
Expenses	-6,835,275
Employee related	-6,000,111
Operating expenses	-835,164
Surplus / deficit for the year	218,480
Closing Balance	1,045,667

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	150,029
Equity Total	200,303
Equity - Aboriginal	2,894
Equity - Socio-economic	23,570
Equity - Language	25,081
Equity - Disability	148,759
Base Total	5,265,223
Base - Per Capita	202,396
Base - Location	0
Base - Other	5,062,827
Other Total	518,658
Grand Total	6,134,214

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver Satisfaction

The Tell Them From Me - The Learning Bar survey has been used to report on feedback received about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. In 2022, 142 parents responded to the Tell Them From Me - Parent Survey.

Within the school-determined questions, the survey indicated the following areas of strength;

- Many parents would like to increase their understanding of how teachers assess and support their child, prioritising the following areas; Social and emotional well-being, Maths and Writing.
- 69% of parents indicated that the format they would prefer the school to share this information would be in person, with 49% of parents indicating a factsheet would e preferred.

Within the seven aspects of parents' perceptions of their children's experiences at home and school, the following measures were the highest-scored areas of strength;

- Parents feel welcome - 80% of parents indicated that the school's administrative staff are helpful when they have a question or problem,
- Parents are informed - 77% of parents indicated that reports on their child's progress are written in terms they understand,
- Parents support learning at home - 69% of parents encourage their child to do well at school, praise their child for doing well at school and talk with their child about feelings towards other children at school,
- School supports learning - 79% of parents indicated that their child is encouraged to do his or her best work,
- School supports learning - 86% of parents indicated that their child is clear about the rules of school behaviour,
- Safety at school - 82% of parents indicated that their child feels safe going to and from school,
- Inclusive school - 69% of parents indicated that school staff take an active role in making sure all students are included in school activities,

Teacher Satisfaction

The Tell Them From Me - The Learning Bar survey has been used to report on feedback received by 38 respondents within the four dimensions of Classroom and School Practices.

Within the school-determined questions, the survey indicated the following areas of strength;

- 76% of teachers strongly agreed, and 18% agreed they are positively engaged with effective co-teaching, planning and assessing. 6% (2 teachers) neither agreed nor disagreed, with 0% of teachers indicating they disagreed or strongly disagreed.
- 87% of teachers agreed and strongly agreed that they have a sound understanding of data concepts and can confidently analyse and interpret various data to inform teaching practice.

Within the eight drivers of student learning questions, the survey indicated the following areas of strength;'

- Leadership - 61% of teachers identified that school leaders provide useful feedback about their teaching, an 8% increase from the baseline measure in 2020. 62% of teachers also identified within this dimension that school leaders had taken the time to observe their teaching. A 17% increase from the baseline measure in 2020.
- Collaboration - The school mean within this dimension was 82% which is 4% above the NSW Government mean. Within this area, there was a noticeable improvement in the number of teachers who indicated they discuss learning goals with other teachers.
- Learning Culture - The school mean within this dimension was 84% which is 4% above the NSW Government mean. Within this area, there was a noticeable improvement in the number of teachers who talked with students about the barriers to learning.
- Data Informs Practice - The school mean within this dimension was 82% which is 4% above the NSW Government mean. Within this area, there was a noticeable improvement in the number of teachers who use formal assessment tasks to discuss with students where common mistakes are made.
- Teaching Strategies - The school mean within this dimension was 84% which is 5% above the NSW Government mean. Within this area, there was a noticeable improvement in the number of teachers who helps students set challenging learning goals and discuss ways of seeking help to increase learning.
- Inclusive School - The school mean within this dimension was 84% which is 2% above the NSW Government mean. Within this area, there was a noticeable improvement in the number of teachers who try to include students with special learning needs in-class activities and create opportunities for success for students who are learning at a slower pace.
- Parent Involvement - The school mean within this dimension was 74% which is 6% above the NSW Government mean. Within this area, there was a noticeable improvement in the number of teachers who try to involve parents and other community members in creating learning opportunities.
- Challenging and Visible Goals - The school mean within this dimension was 78% which is 3% above the NSW Government mean. Within this area, there was a noticeable improvement in teachers indicating they help students set challenging learning goals and discuss learning goals with other teachers.

- Planned Learning Opportunities - The school mean within this dimension was 79% which is 3% above the NSW Government mean. Within this area, there was a noticeable improvement in teachers indicating that students have opportunities to use computers or other interactive technology to analyse, organise and present subject matter.
- Quality Feedback - Within this area, there was a noticeable improvement in school leaders taking the time to observe teaching and teachers using formal assessment tasks to discuss with students where common mistakes are made.
- Overcoming Obstacles to Learning - The school mean within this dimension was 80% which is 3% above the NSW Government mean. Within this area, there was a noticeable improvement in teachers talking with students about the barriers to learning and teachers discussing with students ways they can seek help to increase learning.

Student Satisfaction

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

The survey indicated the following areas of strength identified as higher than the NSW Government Norm;
- Student participation in school sports - A high rate of participation in sports with an instructor at school, other than a physical education class,
- Students with positive relationships - Students have friends at school they can trust and who encourage them to make positive choices,
- Students with positive behaviour at school - Students that do not get in trouble at school for disruptive or inappropriate behaviour,
- Pleasingly, the school results from 'Students who are victims of bullying' were 9% lower than the NSW Government mean.

In analysing the overall results of the combined Tell Them From Me surveys the following areas of focus for 2023 were identified.

The teacher, student and parent survey identified the following focus area for 2023;
1. Teacher Survey: Technology, Data Informs Practice and Leadership
2. Student Survey: Students with a positive sense of belonging, Students who are interested and motivated, and Students with positive homework behaviours.
3. Parent Survey: Parents are informed (I am informed about my child's social and emotional development), Parents support learning at home (Someone in the family talks about how important schoolwork is), and Inclusive school (School staff create opportunities for students who are learning at a slower pace).

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.