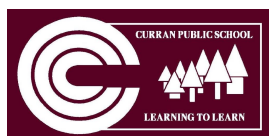
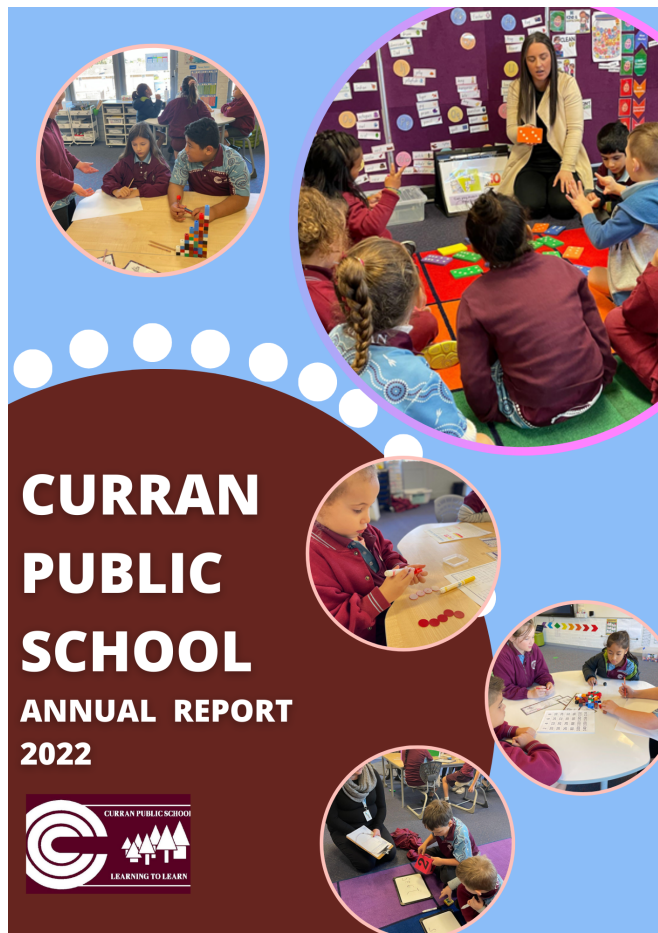


2022 Annual Report

Curran Public School



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Introduction

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

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

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School vision

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

School context

Curran Public School is located on Dharawal Country in the suburb of Macquarie Fields and is part of the Connected Communities Strategy. Our school is committed to delivering quality teaching in a vibrant learning environment that ensures every student is known, valued and cared for. We engage in strong evidence-based literacy and numeracy educational practices. Curran Public School has an enrolment of 260 students and celebrates our multicultural diversity. We nurture our emerging Elders, as our Aboriginal students represent our largest cultural group at 22%. 34% of students come from a Language Background Other Than English. Curran Public School's commitment to inclusivity is reflected in our dedication to provide a student-centred environment for our 7 Support Unit classes, providing personalised support for students with specific needs. We proudly host a School as Community Centre (SaCC) that provides a strong transition to school program and community engagement initiatives that support families with young children. The school has a Community Language Teacher as a part of our teaching allocation who teaches Samoan language and culture. An Aboriginal Education Officer supports and drives programs alongside the teachers that focus on our First Nation People, their history, culture and reconciliation.

The school is set on spacious grounds with access to outdoor playing fields and courts, purposeful outdoor learning environments as well as a school hall. It is resourced with the availability of 1:1 devices; engineering and high tech filming equipment, Community Cafe and Kitchen Garden. Curran Public School has a strong focus on Literacy and Numeracy, Aboriginal Education, STEM, High Potential Gifted Education and 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning in reading and numeracy, we will develop and sustain a culture of high expectations that challenge and engage students to achieve their fullest potential. We will prioritise effective feedback to emphasise opportunities for students to learn and improve.

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.

- Consistent Challenge for Every Student
- Effective Feedback for Mastery

Resources allocated to this strategic direction

Socio-economic background: \$56,590.47

Summary of progress

Consistent Challenge for Every Student

Evidence of activity:

Numeracy

The key area of number sense featured significantly in our work in Strategic Direction 1 this year. The use of collaboration time enabled every teacher in the stage to work with the Assistant Principal Curriculum and Instruction and Assistant Principal to analyse student achievement data, identify focus areas and plan for next steps in learning for each student. The Collaborative Support Unique Settings (CSUS) team supported the school with this focus area. The use of common assessment tools and the development of an assessment schedule allowed all teachers to collect data that could be triangulated and analysed to drive teaching and learning. Teachers engaged in professional learning to build understanding and capacity in current research that underpins the curriculum reform. This included the work of Jo Boaler and Mike Askew and drew on instructional frameworks such as the Launch, Explore, Summarise, Reflect and Apply (LESRA) model and the 5+2 practices of orchestrating productive mathematical discussions.

Reading

As an Accelerated Adopter school, K-2 teachers participated in ongoing professional learning and planning sessions to prepare resources and units of work to implement the new K-2 English and Mathematics curriculum. Processes were established to design and deliver differentiated professional learning to build understanding and strengthen the capacity of classroom teachers. This was achieved through whole school professional learning and structured collaboration sessions led by the Assistant Principal Curriculum and Instruction and Assistant Principals. Staff engaged in instructional coaching to further strengthen data driven practice however this model was unsustainable due to the staffing shortage in NSW schools. Resources to support effective reading instruction (decodable texts) and the mentor texts used in the units of work linked to the new curriculum were purchased and teachers were supported to integrate them into their classroom practice. Scope and sequences were refined to reflect curriculum reform and were trialed across K-2.

Evidence of Process Quality:

Numeracy

100% of teachers engaged in structured collaboration sessions which were supported by the Assistant Principals and Assistant Principals Curriculum and Instruction. In Term 1, 100% of teachers engaged in instructional coaching conversations with a focus on data driven mathematics instruction. The delivery of differentiated professional learning in mathematics by aspiring leaders to meet individual needs of teachers was implemented across the school. Through this process, teachers became more familiar with the use of the Interview for Student Reasoning (IFSR) assessment and this was used as an ongoing formative assessment strategy. All teachers utilised the IFSA to support the targeted and personalised teaching of mathematics.

Reading

100% of K-2 teachers trialed the implementation the K-2 English syllabus, reflecting and providing feedback on the units

of work through the Accelerated Adopter initiative. Resources which support the effective teaching of reading and aligned to the K-2 Syllabus were purchased, accessioned and used in classrooms. Data collection processes were established, ensuring all teachers were monitoring student progress in reading and writing through the use of PLAN 2. Teachers utilised the assessment tools within the ALAN platform and used the data collected in PLAN 2 to design differentiated teaching and learning programs.

Evidence of Impact:

Numeracy

The delivery of differentiated professional learning led to a greater understanding of PLAN 2 as a data collection platform and targeted, explicit teaching at point of need for all students K-6. Data collected on PLAN 2 indicates growth in all grades of 2% from baseline data with 59% of students achieving expected benchmarks across all indicators in Quantifying Numbers. Analysis of the Check In assessment for Year 4 students indicates an increase of 4% from Term 1 to Term 4 in overall numeracy and a growth of 4.4% in Number Sense and Algebra. Evidence of improved classroom pedagogy is reflected in the data collected from Learning Walks, which indicated that 76% of classes were exposed to rich mathematical tasks, allowing for meta cognition, creativity and problem solving. This suggests improved classroom practice and increased quality instruction in mathematics.

Reading

Analysis of the reading Check In assessment for Year 4 indicates an increase of 5% from Term 1 to Term 4. This is further strengthened by an increase of 3.1% improvement in vocabulary, 2.7% improvement in reading processes and 5.6% improvement in comprehension. This data reflects an improved understanding of effective reading instruction, utilising the teaching and learning cycle to design differentiated, data driven and responsive instruction.

Implications for the Next Phase: Reading is identified as an area of focus for the next phase of this plan. Building capacity for staff to understand the evidence base that underpins effective reading instruction and supports curriculum reform will be a focus. This will be strengthened by scheduled weekly collaboration time, co-led by the Assistant Principals of each stage and the Assistant Principals Curriculum and Instruction. The rigorous analysis of data to inform the direction of the learning will ensure teachers are able to plan responsively and provide targeted teaching at the point of need for students. The use of expertise across the school to provide modeled lessons, co planning, co teaching and effective feedback will support teachers to transfer the professional learning into classroom practice. By establishing a cycle of implementation, reflection and feedback we can strengthen pedagogical change, building greater depth of knowledge and adaptive expertise. The addition of a Deputy Principal Teaching and Learning will ensure consistency and sustainability of this model.

Effective Feedback for Mastery

Evidence of Activity: Throughout the year, effective feedback was a focus for staff and students. All teachers engaged in profession learning to strengthen their knowledge about the importance of effective feedback and where it fits into the teaching and learning cycle. Staff collaborated to develop responsive learning intentions and success criteria to drive teaching and learning and to build mastery across all curriculum areas.

Evidence of Process Quality: All staff participated in professional learning that unpacked the importance of feedback and how it impacts positively on student learning. The work of John Hattie was drawn upon to inform professional learning and to support a strengthening of feedback loops to improve learning.

Evidence of Impact:

Tell Them From Me

Data collected from the Tell Them From me survey indicates that we exceeded the NSW Government norms in the domains of Explicit Teaching and Feedback in 2022.

Learning walks

Learning walks were leveraged as a tool to measure impact of activity. 100% of teachers engaged with the Learning Walks process building a shared sense of accountability and encouraging improvement through openness and sharing of practice. Data collected during Learning Walks indicates that 88% of classes were able to clearly articulate the learning intention of the observed lesson and 12% of classes were able to recall the success criteria.

Implications for the Next Phase: In response to data collected throughout Learning Walks, a whole school coaching model will be implemented across the school to support teachers to strengthen their pedagogy in the effective use of feedback to improve learning. A focus on building understanding of the importance of co-constructed success criteria will be central to whole school learning. School structures will be strengthened to ensure processes are embedded to build sustainability and accountability. Learning Walks will continue to be an integral part of the improvement process, driving

point of need professional learning and supporting a strengthened practice in providing students with relevant, explicit, ongoing and actionable feedback to improve 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
An uplift from the baseline of 5.5% is required to achieve the lower bound system-negotiated target of students achieving within the top 2 NAPLAN bands in Reading.	The percentage of students achieving the top two bands in reading was within 1% of the system negotiated annual trajectory lower bound target for 2022.
An uplift from the baseline of 5.4% is required to achieve the lower bound system-negotiated target of students achieving within the top 2 NAPLAN bands in Numeracy.	The percentage of students achieving the top two bands in numeracy was within 3% of the system negotiated annual trajectory lower bound target for 2022.
An uplift from baseline data of 11% of students achieving expected growth in Reading is required to meet the school's lower bound system-negotiated target.	In 2022, no growth data was available due to no NAPLAN in 2020.
An uplift from baseline data of 15% of students achieving expected growth in Numeracy is required to meet the school's lower bound system-negotiated target.	In 2022, no growth data was available due to no NAPLAN in 2020.
Delivering in the themes of 'Feedback' and 'Explicit Teaching' within the 'Effective Classroom Practice' element in the School Excellence Framework (SEF).	In 2022 the staff undertook the SEF SaS and determined that for the areas of Classroom Practice- Feedback, we were delivering. In the area of Explicit Teaching, the school exceeded the progress measure with staff determining we were at sustaining and growing.
Increase the percentage of Aboriginal and Torres Strait Islander students achieving in the top 3 NAPLAN bands in Numeracy.	According to the NAPLAN in 2022, 10% of our Aboriginal students placed in the top 3 bands in Numeracy. Historical data suggested that the 66% Aboriginal students in this NAPLAN year were supported through Personalised learning Pathways from Kindergarten.
Increase the percentage of Aboriginal and Torres Strait Islander students achieving in the top 3 NAPLAN bands in Reading.	According to the NAPLAN in 2022, 21% of our Aboriginal students placed in the top 3 bands in reading. Historical data suggested that 66% Aboriginal students in this NAPLAN year were supported through Personalised learning Pathways from Kindergarten.

Purpose

To prepare all students to solve complex problems across all curriculum areas with the skills and capabilities to thrive in a rapidly challenging and interconnected world. Contemporary learning will draw on students' interests and expertise to ignite a sense of curiosity.

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.

- Learning Dispositions
- Applied Learning Approach

Resources allocated to this strategic direction

Summary of progress

Exploring the Dispositions

Evidence of Activity:

The primary focus of this year in Strategic Direction 2 has been to provide evidence informed professional learning to our executive team on the foundations of Learning Dispositions. The school leadership team developed a deep understanding of learning dispositions through undertaking evidence informed professional learning. This professional learning informed a re-calibration of this Strategic Direction and resulting high level activities. Teachers were provided with an introduction to Learning Dispositions through a professional learning on the conditions for growth. This learning is underpinned by Self Determination Theory. The school developed a connection with the Senior Wellbeing Advisor from the Health, Safety & Staff well-being Directorate to participate in a 'Growth Mindset' study. We initiated our involvement as a control group for the study. The study provided preliminary information regarding the mindset orientations for students. Stage Three students participated in a pre and post survey.

Evidence of Process Quality:

100% of teachers participated in professional learning on the conditions for growth. Teachers were able to make connections to the positive impact this can have on student outcomes in Strategic Direction 1 and Strategic Direction 3. Due to an overwhelming amount of activities, professional learning and a deep and narrow focus on the Connected Communities Key Deliverables in Semester 2, further work was postponed to 2023. The Mindset study pre and post surveys were conducted to establish baseline data and as a tool to measure learning dispositions.

Evidence of Impact:

The leadership team felt increased confidence to implement future professional learning about Learning Dispositions as a core practice within our school context. Professional learning will be vital as 100% of our teachers indicated that they don't feel confident about the teaching of Learning Dispositions and incorporating them into their classroom pedagogical practices. Mindset data feedback showed a need for the students to develop a more growth orientated mindset. Research indicates that student mindset orientations are distributed across the following domains: 40% (growth) 40% (fixed) and 20% undecided. Evidence from the Mindset study indicated that the distribution across the domains for our students was 29% growth, 67% fixed, and 4% undecided. A shift towards a growth mindset is a future goal.

Implications for the Next Phase:

The professional learning with the 4C Transformative Learning team will be implemented in 2023, this decision was made ultimately to address the barriers experienced in 2022 and outsource the delivery of professional learning to a organisation who have the evidence based practices, knowledge and resources to support our teachers to effectively deliver this pedagogy into their teaching and learning. 4C Transformative Learning supports schools to develop greater capacities in the learning dispositions needed to activate critical thinking, creativity, collaboration and communication (the 4.Cs). These capabilities are essential for learning, thriving and transforming in our world. 4C professional learning will engage teachers to discover ways to develop deep learning environments that build self regulation, grit, empathy, leadership and the ability to think and work with others. The Mindset survey reinforces the belief that more can be done in this area. The same survey will be undertaken later in the following year to reassess progress.

Applied Learning Approach

Evidence of Activity:

In 2022, the Applied Learning Approach was accessed through the STEM x Play program offered by the University of Technology Sydney (UTS). The program was implemented in Stage 3 classrooms across 6 weeks and aimed to build confidence and interest in exploring STEM. The program focused on students applying the design thinking process to solve problems linked to a unit of work, developing scientific investigation and digital technologies skills to design and prototype solutions. Stage 3 teachers co-facilitated learning experiences with UTS student volunteers to learn new skills and develop knowledge alongside students.

Evidence of Process Quality:

100% of Stage 3 teachers and students participated in the UTS STEM x Play program during Term 1, 2022. Our engagement with the program in 2021 supported teachers and students to develop familiarity with the process. Both teachers and students displayed a willingness to participate in the program and enjoyed the use of technology, which was embedded throughout the unit. Communication was a barrier to the program being authentically embedded within the school context. From this, 100% of Stage 3 teachers expressed that they required further professional development in STEM and Applied Learning approaches before feeling confident to implement this in their classroom practice.

Evidence of Impact:

Students engaged in a pre and post questionnaire that was provided to the school by the University of Technology Sydney. The evidence of impact has been determined based on student responses to the following statements or questions over the duration of the program.

1. I could be a scientist, engineer, technologist or mathematician. Students who strongly agreed increased by 32.25%
2. I want to be a scientist, engineer, technologist or mathematician. Students who strongly agreed increased by 34.68%
3. I would like to play more with science, technology, engineering and mathematics. Students who strongly agreed increased by 35.09%
4. If my ideas fail, I can try again until they succeed. Students who strongly agreed increased by 24.34%
5. Science, technology, engineering and mathematics is important to the community. Students who strongly agreed increased by 20.89%
6. I look forward to studying STEM subjects in high school. Students who strongly agreed increased by 25.35%.

Implications for the Next Phase:

Upon reflection, the executive team decided that the STEM x Play program in 2022 did not support the service of an Applied Learning approach or meet the initiatives success criteria. In 2023, the school will engage in a new partnership with the STEM Academy program delivered through the University of Sydney. This will be led and implemented by the Stage 2 Assistant Principal and teachers. This program will have a closer alignment to an Applied Learning approach and will support the delivery of STEM within Stage 2 curriculum. The program will support teachers' capacity to collaboratively design integrated STEM curriculum for students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• An increase in the percentage of students confidently applying targeted learning dispositions.• An increase in the percentage of staff confidence and expertise to develop the targeted learning dispositions in students.	<p>100% of executive teachers participated in professional learning on the Learning Dispositions, with an emphasis on whole school delivery of this professional learning and pedagogy in 2023. As a result of this professional learning, 20% of staff increased their confidence and expertise to develop learning dispositions in students.</p> <p>Baseline data, collected using the Mindset Data tool indicates that student mindset orientations are distributed across the following domains: 40% (growth) 40% (fixed) and 20% undecided. Evidence from the Mindset Data tool indicated that the distribution across the domains for the students at</p>

<ul style="list-style-type: none"> • An increase in the percentage of students confidently applying targeted learning dispositions. • An increase in the percentage of staff confidence and expertise to develop the targeted learning dispositions in students. 	<p>Curran Public School was 29% growth, 67% fixed, and 4% undecided. This tool will be used to assess further progress in this area.</p>
<ul style="list-style-type: none"> • An increase in the percentage of staff trialing an applied learning approach across the curriculum. • An increase in the percentage of teachers planning, implementing and evaluating an applied learning approach. 	<p>Internal measures indicate an increased percentage of staff actively trialing the Applied Learning approach with students.</p> <p>9% of staff currently plan, implement and evaluate Applied learning approaches within their classroom. This is an increase from baseline data.</p>
<p>TTFM student data is at or above the state norm in the area of relevance.</p>	<p>Tell Them from Me student data equals state norms in the area of positive learning climate, with students rating Curran Public School at 7.1.</p>

Strategic Direction 3: Excellence in Wellbeing for Student Learning

Purpose

We value the importance of a positive and welcoming school culture where the learning community are happy, healthy, engaged and successful. We will prioritise early intervention and whole school prevention underpinned by inclusivity.

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 Universal Strategies
- Service Delivery to Support Learning

Resources allocated to this strategic direction

Aboriginal background: \$600.00

Summary of progress

Whole School Universal Strategies

Evidence of Activity:

The primary focus of this initiative throughout 2022 has been to establish expert teams in both Positive Behaviour for Learning (PBL) and Berry Street Education Model (BSEM) to address the need for effective, evidenced-informed, consistent and embedded universal strategies for student behaviour and engagement.

The Positive Behaviour for Learning (universal strategies) team was established and comprises of executive, teaching and support staff. Staff engaged in professional learning, evaluated current PBL practices through collection and analysis of qualitative and quantitative data and developed an action plan for the remainder of 2022. The focus of the action plan was to develop processes to enhance student engagement and behaviour with evidence-based practices and processes.

A team of executive and teaching staff came together to form the BSEM team. Professional learning was provided to the team over four days. As a precursor to whole-school BSEM training, initial professional learning was provided to all teaching staff to introduce the concept of trauma informed practice and Adverse Childhood Experiences (ACES). To examine and begin to shift staff mindset, discussions were led regarding behaviour and the purpose of behaviour. Staff were led to reflect on their perception of managing behaviour through evidenced-based practices. The BSEM team engaged in deep reflection regarding the needs of the Curran community and developed an action plan for school wide professional learning and BSEM strategies in 2023.

Maintaining a priority on the Connected Communities Strategy, the school aimed to create culturally safe spaces for Aboriginal students. A partnership with the Gujaga Foundation enabled Dharawal Language classes to begin in Semester 2, providing all students with weekly opportunities to learn with visiting Aboriginal language tutors. Weekly culture groups fostered small group environments in which students could learn about different aspects of Aboriginal culture and opportunities for parent and carer collaboration and voice have been increased with Personalised Learning Pathway discussions, the School Reference Group, Yarn Ups and the Aboriginal Education Team. Efforts to create culturally safe spaces for all students saw the creation of a targeted program in which culturally diverse students from Stage 3 were invited to participate and share aspects of their culture with pre-school students in the Schools as Community Centre. Multicultural day was an incredible celebration involving the whole school community. Students proudly performed in many cultural dances for a large community audience in attendance.

Evidence of Process Quality:

The Positive Behaviour for Learning team engaged in deep analysis of existing behaviour data, teacher survey feedback and Tell Them from Me results. This created a deep understanding and commitment in the team for the direction needed to embed research driven, universal positive behaviour and well-being strategies. An in-depth action plan, prioritising key strategies and processes was developed for Tier 1, universal PBL intervention. Evaluation of existing PBL processes, demonstrated a requirement for additional professional learning to ensure implementation with fidelity to the research. In examining process quality, data from staff, student and parent surveys proved most valuable. PBL implementation assessment from the beginning of 2022 would have been helpful in providing a complete picture for analysis, however, this data was not collected until mid 2022.

Access to face-to-face professional learning of the Berry Street Education Model and establishing a team of dedicated staff were two key enablers in this initiative. Professional learning and deep reflection enabled the team to develop an implementation plan. Implementation of BSEM strategies at a whole-school level was delayed until 2023, providing time for strategic professional discussion around behaviour and the impact of trauma, with all staff which resulted in a gradual shift in mindset towards proactive, positive intervention supports.

The schools' strength to drive the creation of culturally safe spaces is enabled by high numbers of Aboriginal staff and the privilege of employing a Senior Leader Community Engagement through the Connected Communities Strategy. Another key enabler in this initiative has been the ability of staff to reach out and establish effective relationships in our community. We have effective working relationships with local Aboriginal Elders, the Gujaga Foundation and Tharawal Aboriginal Corporation. These relationships have provided the external expertise and support to introduce Dharawal Language classes and culture groups. Staff, student, parent and carer enthusiasm for multicultural events like Harmony Week, Wakikiri and Multicultural Day created a sense of community and cultural pride, however, the challenge facing the school now is to work towards embedding cultural safety in every classroom, for every student, every day.

Evidence of Impact:

Curran executive and various well-being staff teams have held a strong focus on initiating and/or strengthening key well-being practices. Teacher surveys, Tell Them from Me, and student voice data suggests that initiatives are gaining momentum. However, much of the work done has been in the development phase with a focus on shifting mindset of staff in preparation for effective implementation. Impact is evident through the observation of increased positive and respectful relationships between staff, students and the community. Conversations with and between staff are increasingly demonstrating a shift towards a strengths-based lens and the prioritising of relationships between staff and students. Key strategies implemented through Positive Behaviour for Learning saw a positive shift from delivering to sustaining and growing in the school's self assessment of the School Excellence Framework in the Wellbeing domain.

Curran Public School is continuing to grow in its delivery of culturally safe spaces with 91% of parents surveyed through Tell Them From Me, agreeing or strongly agreeing to 'school is a culturally safe place for all students'. Evidence of impact is also demonstrated through increased Aboriginal Elder relationships and school involvement, increased parent and carer participation and through direct feedback. Aboriginal Elder involvement in the school's culture groups and community forums increased the trust within our community. The Aboriginal community have reported that seeing the relationships built between Elders and Curran Public School, demonstrates that the leadership can be trusted. Further evidence of impact includes an increase in applications for out of area enrolments from Aboriginal families and an increase in Aboriginal community members visiting Curran from other local schools to participate in Aboriginal parent/carers meetings. Increasingly larger groups of parents and carers attended school events, providing evidence of welcoming and culturally safe spaces, however, it is difficult to draw direct comparisons regarding community involvement with recent years due to the drastic changes experienced through COVID. Perhaps the most significant indicator of positive change is our involvement in community forums. The Aboriginal Community Forum in September was attended by eleven parents, carers and community members and the Positive Behaviour for Learning Forum held in November, saw involvement from thirteen parents, carers and community members. This compares starkly against a parent feedback forum hosted by Curran in 2021, in which no parents, carers nor community members attended.

Implications for the Next Phase:

The PBL action plan for universal strategies will be implemented in 2023 with new, consistent in-class behaviour management strategies, student rewards and data collection processes. This will be based on student behaviour data and feedback from teachers, a growing need for Tier 2 supports to exist alongside universal strategies. To address this, a sub-team will be established in 2023 to begin analysing and developing Tier 2 PBL supports. Moving into 2023, decisions to contextualise universal behaviour strategies will be considered through PBL research, ensuring adherence to the evidence base. All staff driving PBL processes will complete in-depth online training to ensure deep understanding of the philosophy and purpose of PBL.

The Berry Street Education Model will provide professional learning to all teaching and non-teaching staff early in 2023. The professional learning will focus on embedding several key strategies school-wide to strengthen relationships and create consistent predictable routines with staff that respond in consistent predictable ways. The strategies will support students at transition points and enable students to feel safe, calm and supported at school.

Work with Aboriginal culture groups and Dharawal Language will continue into 2023, contributing to the creation of cultural safety for Aboriginal students. A Junior Aboriginal Education Consultative Group will be formed in 2023. Key celebrations such as Harmony Day and Multicultural day will continue to be a focal point for our school community however the lens will shift towards growing and sustaining practices in every classroom that create a sense of cultural safety every day.

Service Delivery to Support Learning

Evidence of Activity:

The Connected Communities funding source allowed us to appoint a Senior Leader, Community Engagement (SLCE). Together with the Executive Principal (EP) they led the establishment of the School Reference Group (SRG). The core membership consists of: Local AECG President (Chair), P&C representative (Vice Chair), two parents, two Elders and/or Aboriginal community members and the EP. The purpose of the SRG was explained to the school P&C Federation and staff were provided with an understanding of the purpose and role of the SRG. Three meetings were held across the year which included ongoing discussions of the Connected Communities key deliverables. The School Reference Group communicated the action plan to the learning community through staff meetings, parent newsletters and social media posts.

Another position funded by the Connected Communities strategy in 2022 was the Early Years Transition Teacher (EYTT) which was established in Term 2 to strengthen transitions from our School as Community Centre (SaCC) to school. The school developed roles and responsibilities for the EYTT that resulted in a deeper understanding of students' needs prior to starting school, increased student engagement in school transition pathways and measured success of students in their first year of school.

A partnership was set up with the Australian Literacy and Numeracy Foundation to provide students with a Breakfast Library program and also a book to take home each fortnight to build their own library at home. Initially, the school provided this service four days a week, this was increased to five days a week due to the increasing demands.

The executive team worked with Safe Guarding Kids Together (SKT) team to strengthen school systems and processes through a well-being lens. Each executive team member was given an area across student well-being, staff well-being, behaviour policies, inclusive practices, Learning and Support Teams and Aboriginal Education. Each team liaised with a member from the SKT team over a period of 20 weeks. This included opportunities to review and reflect and review current procedures, systems and processes and implement the necessary changes required to further support our students, staff and community.

During Term 2, the well-being team engaged with Learning Links to initiate the Dinosaur School and Cool Kids programs. Both programs offered Tier 2 student support, with the focus on understanding and dealing with emotions and anxiety at home and school. Lessons were taught and facilitated by a trained psychologist. The Dinosaur School program was available for targeted K-2 students. The 10 week program ran throughout Term 3, with three groups of 8 students. The Cool Kids program was available to targeted students in Years 3-6. The program ran for 10 weeks across Term 3, with a total of 22 students in Years 3 and 4 participating in the groups. Tharawal Aboriginal Corporation also provided a free social/emotional group to Stage Two and Three Aboriginal students. Indigibilities was led by a provisional psychologist and Aboriginal youth workers from Tharawal Aboriginal Corporation. Students learned about self regulation whilst strengthening cultural identity.

Evidence of Process Quality:

The establishment of the School Reference Group (SRG) has been reported by key stakeholders as a platform to increase the opportunity of Aboriginal Elders, parents and community members to self-determine strategies for success. The SRG worked collaboratively with the EP and SLCE in the development, planning and shared decision making. The core members discussed what service delivery gaps exist for the Macquarie Fields community and what partnerships would benefit the local community. Development of an action plan for 2023 commenced.

The Early Years Transition Teacher effectively supported pre-kinder students and their families, strengthening their connections to the school community. With the SACC, the EYTT delivered school readiness programs for children in the year before school through our STARTWELL program and co-taught with the Kindergarten team to deliver high quality early years learning and explicit small group instruction to support phonological awareness. The EYTT formed partnerships with health and well-being professionals to support the successful transition of students starting 'big school'. This position strengthened transition pathways and partnerships with local preschools. There was an increase in Access Request submissions to support the inclusion of students into support unit and mainstream settings.

The Breakfast Library has been an asset to our school, supporting our students getting ready for learning. It has provided leadership opportunities and has given our senior students a sense of belonging. Qualitative data from staff, students and parents indicated the positive success of the Breakfast Library.

The idea of ensuring students clean up after themselves ensure students are learning skills they will use and instils a sense of respect for their school and things they use." (Teacher)" The space is a great place for students to come and escape if they haven't had a great start to the day and enjoy having a book read to them or just chill out." (Parent)" I love the Breakfast Library. Our school has had a breakfast program before, however, the improvement and partnerships we have now is fantastic." (Student)

The increasing demand of students attending and being able to cater for all of these students and community in a short

period of time has meant a re-evaluation of staffing and how many teachers we have on duty in the Breakfast Library.

Each team within the school was able to work collaboratively with the SKT team to review and implement change in processes and policies around the school. The SKT team successfully developed a staff wellbeing team, strengthened the Aboriginal Education Team processes, led the review of the behaviour policy to include a focus on a strengths based approach. This was made possible by the teamwork and collaboration of multiple executive team members when working within their targeted area.

The school executive successfully worked with the Learning Links team to make adjustments to their referral processes to ensure that our families were able to access the Dinosaur School and Cool Kids programs. Once the program was running within the school there were a few barriers which impacted on the programs impact. Due to the amount of extra curricular programs that were running within the school, we needed to be flexible with learning spaces. This had an impact on the programs as the Psychologists suggested that certain areas or classroom within the school were not suitable for the groups.

Evidence of Impact:

Qualitative data indicates that the School Reference Group is strengthening our partnership with the Fields local Aboriginal Education Consultative Group. 94% of staff who completed the Safeguarding Kids Together Aboriginal Education survey, strongly agreed that Curran Public School has a strong connection with the local AECG. This was further supported by the Tell Them from Me Parent Survey which indicated a significant increase from 4.7% in 2021 to 7.4% in 2022 as an inclusive school. Staff Tell Them from Me survey data correlated with parents with of 85% of staff stating we are an inclusive school, above the NSW Government norm of 82%. The SRG's vision included increasing staff and community valuing of Aboriginal cultural knowledge. 97% of staff indicated that teachers know their Aboriginal students and understands the importance of identity, family, and connections to Country.

The Early Years Transition Teacher supported the STARTWELL program which successfully engaged 89% of 2023 Kindergarten students in a weekly program developing their connections with school and their peers. The pre-kindergarten students were surveyed with results showing that 100% of students said they love learning at school and 93.8% felt that school is a place where they belong. The EYTT engaged with small groups of our Kindergarten students developing their phonics and building on their numeracy skills. 80% of students that engaged in this explicit small group instruction improved in their understanding of phoneme/grapheme correspondence and in their understanding of subitising, writing the written numerals, addition and 1:1 correspondence.

Feedback from the Curran learning community (teachers, families and students) outlined the positive impact the Breakfast Library initiative has had. Some of the qualitative feedback received includes:

"Reluctant readers are now committing to taking books home and finishing them. They are especially proud when they complete a chapter book and like to share the stories they have read with us." (Intervention Teacher)

"Breakfast Library is THE BEST!" (Stage 3 Student)

"I like reading the books at home with my baby brother." (Stage 1 Student)

"My boys love the Breakfast Library. I think it's a great initiative to get kids to school early." (Parent)

Approximately 14% of the school student population, participated in well-being and emotional regulation programs, which covered 8 targeted programs/groups. The programs focused on the students' strengths, student voice and wellbeing programs. A summary of the key themes were that students felt the school offered a variety of sports and that we embrace cultural groups. Student voice data identified that students want more opportunities to provide their voice. 100% of students were aware of the Sister Sisterhood program in partnership with the NSW Police, with 50% of students attending finding the program useful. 100% of teachers agreed that the targeted students should be given the opportunity to participate in the Learning Links Dinosaur School and Cool Kids programs.

Implications for the Next Phase:

Across 2023, the school will continue to prioritise partnerships with parents and carers, shifting the focus towards directly improving student learning. A comprehensive series of workshops will be designed to build the skills of parents to support their child's literacy and numeracy skills in the home. The school will also initiate a parent and community classroom volunteer program. Volunteers will be given additional professional learning to support the teaching of effective reading within classrooms. The school will investigate partnerships with TAFE NSW that may bolster this classroom volunteer program. This will recognise and leverage the strengths of parents and families as the first and continuing educators of their children.

The School Reference Group, Parent and Citizens Association and parent survey data indicated a service provision gap existed in the area of health. The school will form a partnership with NSW Health to pilot a health hub model from Curran

Public School in 2023. The proposal will include a visiting paediatrician and allied health professionals such as speech therapists, occupational therapists and psychologists. The model will allow parents to access support within the local community from a known and trusted space. The health hub model will allow for a holistic approach towards supporting children's learning and wellbeing, with streamlined services. Parents will also be supported by school staff during consultations, with the aim of empowering parents and carers to advocate for the healthcare needs of their child. Greater communication between the school and allied health services will also have a improved impact on supporting student learning in the school. Strategies suggested by allied health experts will more readily be trialed and supported in classrooms.

Improved attendance will be a priority in 2023. A attendance committee will be formed to review all attendance initiatives to measure impact. In 2023, attendance will be supported through PBL initiatives that encourage attendance as a result of the universal strategies. Personalised strategies will continue to be responsive to student/family needs and will link families with a range of services. Families will increasingly work with the Senior Leader Community Engagement, Aboriginal Education Officer and AP Wellbeing and Engagement to add student voice into attendance action plans. Universal strategies to encourage attendance will be reviewed, with the continued promotion of successful strategies such as the attendance HERO prizes.

The School Reference Group is highly valued by all key stakeholders as it provides the school with local Aboriginal community voice, goals and aspirations. The SRG will continue to guide the school in forming partnerships with service providers in 2023. NSW Health, Tharawal Aboriginal Corporation and NSW Police will be key government agencies to build partnerships with.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • TTFM student data is at the state norm in the areas of positive relationships and positive student relations. • TTFM Aboriginal student data is at the state norm for culture at school. • SEF assessment indicates an improvement in the SEF domain of wellbeing from delivering to sustaining and growing. • Parent/carer, student and external service provider voice is valued and drives Personalised Learning and Support Plans and Aboriginal students' Personalised Learning Pathways. • Increased scores in all sub scales within Tier 1: universal Positive Behaviour for Learning (PBL) features. 	<p>TTFM student data showed a decline between April and November in the areas of both positive relationships and positive teacher-student relations and neither data set met state norms. However, positive teacher-student relations is at 8.1, just below the state norm of 8.4, and whilst positive relationships is at 75% and state norm is 85%, we demonstrated significant improvement in this area compared to 65% in 2021.</p> <p>67% of Aboriginal students reported to strongly agree with the statement 'I feel good about my culture' with a further 15% of student who reported to agree with the statement demonstrating significant improvement on 2021 results with 54% strongly agree and 25% agree.</p> <p>SEF assessment indicates an improvement in the SEF domain of well-being from delivering to sustaining and growing, with self-assessed shifts from delivering to sustaining and growing in the themes of caring for students and a planned approach to well-being.</p> <p>Due to the extensive amount of work completed on re-establishing evidenced-based practices in PBL throughout the year, the Tiered Fidelity Inventory was not completed for baseline nor annual progress measures. The groundwork to adjust PBL practices inline with the evidenced base was completed through the year and as such, universal strategies were not implemented school-wide. This is reflected in self assessment data, as measured by the Benchmarks of Quality assessment, falling from a score of 55% in 2021 to 36% in 2022.</p>
<ul style="list-style-type: none"> • SEF assessment indicates an improvement in the SEF domain of wellbeing from delivering to sustaining and growing. • TTFM student data is at the state norm in the areas of belonging, high expectations and advocacy at school. • TTFM parent data increases towards the state norm in the areas of safety and inclusive school. 	<p>Staff completed the SEF Assessment and placed us at Sustaining and Growing which shows we met our target of moving from Delivering to Sustaining and Growing in 2022.</p> <p>Tell Them from Me student data for Sense of Belonging showed we did not meet the state norm of 81%. Our November results of 55% showed a decline of 8% from April which was 63%. In the area of Expectations for Success the school scored 7.8 in November, which was 0.9 below the state norm of 8.7. Student results for Advocacy at School remained the same as the state norm of 7.7 for both April and November.</p>

<ul style="list-style-type: none"> • SEF assessment indicates an improvement in the SEF domain of wellbeing from delivering to sustaining and growing. • TTFM student data is at the state norm in the areas of belonging, high expectations and advocacy at school. • TTFM parent data increases towards the state norm in the areas of safety and inclusive school. 	<p>Tell them from Me parent data showed that 91% of parents agreed or strongly agreed that Curran Public School is a culturally safe place for all students. In the area of safety at school results saw an increase of 2.8 from 2021 to 2022 sitting us at 6.5 which is 0.9 below the state average of 7.4. The results of Inclusive School also showed an increase from 2021 to 2022 with results going from 4.8 to 7.4 which is 0.7 above the state average of 6.7.</p>
<p>An uplift from the baseline of 3% is required to follow a trajectory towards the projected lower bound target of students attending > 90%</p>	<p>In 2022 our attendance of students >90% was 31% below our lower bound target.</p>
<p>Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to meet the lower bound target of 91.8%.</p>	<p>In 2022 we did not meet our lower bound target of 91.80% by 12.38%. The data shows our results sitting at 79.42%.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$96,301.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Curran Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment a School Learning Support Officer (0.85 FTE) to support students identified as having a learning disability, learning difficulty and/or emotional/behavioural needs who receive Integration Funding Support. • School Learning Support Officers (SLSO) provided point of need teaching to support students in small groups and/or 1:1 support during reading and numeracy lessons. • SLSOs supported students to implement strategies from Individual Behaviour Management Plans. School Learning Support Officers supported the classroom teacher to proactively meet the behavioural, social and emotional, communication and sensory needs of students with complex learning needs. <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals. The employment of School Learning Support Officers led to improved tiered interventions to support students with complex learning needs, leading to higher levels of engagement and progress in literacy and numeracy. The School Learning Support Officers delivered strategies developed by classroom teachers based on students' unique needs, enabling students with complex learning needs with access to the same educational opportunities as their peers. All staff reported that students receiving targeted SLSO support had a reduction in complex and challenging behaviours when working with the SLSO. There was a significant reduction in the number of negative incidents recorded in Sentral for these students during the times they were supported by the SLSO in the classroom setting. The increased connection and support with a SLSO and the reduced incidents of negative behaviours resulted in an improved belief that school is a place for me for students with complex learning needs and challenging behaviours.</p> <p>After evaluation, the next steps to support our students will be: The Learning and Support Team will strengthen processes for students who are receiving Integration Funding Support. Parents and carers will collaborate with the Learning and Support Teacher and classroom teacher to develop specific and measurable goals through students' Personalised Learning and Support Plans. The strategies to achieve these goals will be delivered by School Learning and Support Officers. Improved parent collaboration and inclusion of allied health professionals will result in personalised learning goals. The Learning and Support Team will coordinate annual review meetings for students receiving Integration Funding Support. The focus will shift towards evaluating the student's progress towards personalised learning goals and assessing the effectiveness of the adjustments currently in place.</p>
<p>Socio-economic background</p> <p>\$588,492.77</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Curran Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Consistent Challenge for Every Student

Socio-economic background

\$588,492.77

- Other funded activities

Overview of activities partially or fully funded with this equity loading include:

- Employment of 0.7 FTE classroom teacher to release Assistant Principals from their teaching load. The Assistant Principal provided instructional coaching.
- Employment of a full time 3-6 Deputy Principal position. This position was resourced as a higher duties Assistant Principal to Deputy Principal position. The Deputy Principal led collaborative planning, monitored and reviewed the effectiveness of curriculum implementation; teaching and learning programs; and assessment of student achievement. The Deputy Principal supported the implementation of the collaborative planning and instructional coaching conversations.
- Employment of 1.0FTE classroom teacher to reduce class classes.
- Employment of 0.6 FTE Assistant Principal Curriculum and Instruction. This supplements the 0.4FTE in staffing entitlement, forming a 1.0FTE position.
- Employment of a one day per week Speech Therapist. The Speech Therapist observed and assessed student needs and consulted with classroom teachers. Individualised therapy sessions with students (K-2) occurred.
- Resourced learning spaces to increase equitability of technology resources and services. A significant upgrade to the school wifi infrastructure occurred. A combination of ipads and laptops were purchased to ensure 1:1 device access for all students K-6.

The allocation of this funding has resulted in the following impact:

0.7 FTE Assistant Principal released for instructional coaching
Releasing the Assistant Principal to work as an Instructional Coach increased opportunities for differentiated professional learning for staff. The Assistant Principal provided high-quality coaching and mentoring through the co-plan, co-teach and co-evaluation cycle. This increased teacher knowledge of the evidence-base underpinning numeracy practices. Teachers had the opportunity to regularly discuss data and problems of practice with the Assistant Principal. Coaching conversations focused on building the expertise of teachers to formatively assess students and use a range of assessment including the literacy and numeracy progressions. Instructional Coaching conversations built the skills of teachers to monitor and reflect on the progress of every student to identify strengths and gaps in learning. Through a coaching model, the Assistant Principal worked with and supported colleagues to use a range of data to improve individual and collective teaching practice by modifying teaching programs and implementing classroom strategies as part of an ongoing improvement cycle.

Deputy Principal Position

The employment of a full time Deputy Principal supported the leadership of teaching, learning and wellbeing. The Deputy Principal was pivotal in the maintenance of an inclusive, effective and safe learning environment. This included the review of implementation of the School Student Discipline Policy during a transitional phase in policy implementation. The Deputy Principal built the capacity of middle leaders to facilitate the delivery of Positive Behaviour for Learning school wide. Staff reported that the Deputy Principal collaborated with the executive team, specialist teachers, and non-school based personnel as well as external agencies to coordinate support and implement strategies for students and their families as appropriate. In the domain of learning, the Deputy Principal led whole school analysis of NAPLAN, PAT, Check in and Tell Them From Me data. Through collaboration with the executive and specialist teachers, the Deputy Principal performed gap analysis to determine school trends and to inform the Strategic Improvement Plan. Across 2022, the Deputy Principal also led the school attendance policy and procedures. Fortnightly discussions with the Home School Liaison Officer focused on proactive attendance action plan development. All teaching staff felt that the Deputy Principal position was highly valuable to support the leadership of the school. The Deputy Principal had a positive impact on increasing effective classroom management via a reduction in time spent by classroom teachers

Socio-economic background

\$588,492.77

managing complex student discipline matters.

Reduced Class Sizes

Flexible socio economic equity funding was utilised to reduce class sizes in 2022. Staff and student perception indicated that reduced class sizes increased positive student teacher relationships and the quality of instruction. Teachers reported that smaller classes allowed increased flexibility for organising learners and the provision of quality feedback to move student learning forward. Reduced class sizes increased opportunities for students to receive greater individualised attention and interact more with the teacher. Teachers had more flexibility to use different instructional approaches. Teachers and parents reported that smaller class sizes in Early Stage One resulted in a successful transition to school as students felt known, valued and cared for.

Speech Therapist

The employment of a Speech Therapist for one day per week had a positive impact on student oral language development. The Speech Therapist assessed and analysed students' speech and language skills in targeted classrooms. Assessment results were provided to classroom teachers and parents. The Speech Therapist supported students to develop their capabilities in receptive language, expressive language, pragmatic language, play skills, speech fluency and articulation. In 1:1 and small group sessions, the Speech Therapist modeled phonological skills for students. Students were provided with personalised communications strategies to help them to understand others and share their thoughts and ideas.

Upgrading Technology

Significant funds were expended to support the upgrade of a range of technology, including an upgrade of the wireless internet system, STEM equipment and the purchase of laptops and i-Pads to ensure a 1 :1 device for every student. These resources allowed for staff to create learning experiences for students that embedded Information Communication Technologies (ICT) and Science Technology Engineering and Mathematics (STEM) experiences. Students were able to engage with the Science and Technology Syllabus whilst exploring the skills of Working Scientifically and Working Technologically. Across the curriculum students now have a range of opportunities to develop their understanding of computational thinking and coding.

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

Above Establishment Deputy Principal and Assistant Principals Released for Instructional Coaching

Continued employment of a school funded Deputy Principal and a reduction in the teaching load of Assistant Principals to support classroom teachers with teaching and learning and classroom management. The Assistant Principals will refine mentoring and coaching practices to embed evidence based practices in Reading and wellbeing. Through demonstration lessons, observations and feedback, they will ensure that well-planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. The Assistant Principals will model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. School leaders will continue to strengthen the coaching model by embedding explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. The Assistant Principals will use time to engage in these practices with their teams to increase teacher expertise. The Deputy Principals will refine their role statements to developing the capacity of middle leaders through growth coaching and feedback.

Reduced Class Sizes

Following a situational analysis and review of current research, and in consultation with staff, reduced class sizes will not continue in 2023. The school will utilise future equity loading to employ additional specialist teachers in the Learning and Support and English as an Additional Language and Dialect roles to support student learning.

<p>Socio-economic background</p> <p>\$588,492.77</p>	<p>Speech Therapist</p> <p>In 2023, the Speech Therapist will be increased to working two days per week. The Speech Therapist will work alongside the Learning and Support Team to build the capabilities of the SLSOs and AEO to deliver speech interventions. This will strengthen the results of the program as students will have greater access to personalised programs to support the strengthening of phonological awareness skills. The evidence of impact will be measured in 2023 using pre and post phonological assessment data.</p> <p>Technology</p> <p>A future focus in technology will be rethinking how technology is used with a lens of high expectations. The focus will shift from the purchasing and management of system to the pedagogical approaches that support problem solving authentic, real world challenges. The school will revise current initiatives and high level activities to reflect evidence based research in contemporary teaching and learning approaches. Applied learning and learning dispositions will drive the teaching and learning across the curriculum to enhance technology being used as a meaningful tool to develop deep thinking, creativity and critical thinking. The school will source external experts including the University of Sydney, STEM Academy and the 4Cs Transformative Learning Team to provide professional learning for teachers to support the delivery of the applied learning approach.</p>
<p>Aboriginal background</p> <p>\$90,603.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Curran Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Service Delivery to Support Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engagement of an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. • The Aboriginal Education Officer collaborated with teaching staff to plan teaching and learning sequences that include Aboriginal perspectives across the curriculum. All students learn about Aboriginal culture, histories and language. The AEO works in classrooms to support the delivery of Aboriginal histories, culture and language in partnership with teaching staff. • The AEO supported Aboriginal children to be developmentally ready for school by supporting the delivery of the Schools as Community Centres (SaCC) school readiness initiatives. The AEO planned with the SaCC teaching staff to embed Aboriginal perspectives into the early years learning plans. The AEO built the cultural knowledge of staff to deliver these learning experiences to all students. The AEO engaged with Aboriginal students and families attending the STARTWELL program and playgroup weekly, providing culturally appropriate support and building a culturally safe learning space for children and families involved in the program. • Built and supported a culture of high expectations and community engagement, resulting in improved educational outcomes for Aboriginal learners. The Aboriginal Education team strengthened partnerships with The Fields AECG, The Opportunity Hub and Tharawal Aboriginal Corporation. • Created learning environments where Aboriginal identity and the diversity of Aboriginal culture is valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving. In collaboration with local Elders, The Fields AECG and the Aboriginal and school community, the school designed a yarning circle. The yarning circle included a performance space and an outdoor learning circle. • The Aboriginal Education Officer collaborated with the AP Engagement and Wellbeing to establish a Stage 2 and 3 Didjeridoo Group. • Cultural Groups K-6 for all Aboriginal students were developed and

Aboriginal background

\$90,603.00

delivered weekly across the school.

The Cultural Groups involve Aboriginal Elders, community and staff to ensure Dharawal knowledge is authentically embedded into the learning sequence.

The allocation of this funding has resulted in the following impact:

The school has significantly increased the opportunities for Aboriginal students and the community to find school an engaging and culturally safe place to learn. The establishment of Culture Groups, the Dharawal Language Program and the delivery of services by Aboriginal controlled community organisations has led to an increased sense that the school values their identity, culture, goals and aspirations of Aboriginal students. Tell Them From Me 2022 student data indicated that 82% of Aboriginal students strongly agree/agree that they feel good about their culture when they are at school. This is an increase in the number of students strongly agreeing with this measure from 2021. Staff work in partnership with the Aboriginal Education Officer to build their knowledge and value of the identity, culture, heritage and languages of their Aboriginal students. The Tell Them From Me 2022 student data indicated that 61% of Aboriginal students strongly agree/agree that their teachers have a good understanding of their culture. This may indicate the need to strengthen teaching Aboriginal perspectives across the curriculum. A direct link between school being recognised as a culturally safe space could be seen through an increased percentage of 31% of Aboriginal students attending school at least 90% or more of the time in comparison to their counterparts who attended 28.1% of the time.

The focus of the Personalised Learning Pathways (PLPs) process in 2022 shifted towards building positive relationships with families following the impact of COVID. The PLP process occurred on Country, at Simmos Beach, and involved a 3 way meeting to create a strong connection between students, parents/carers and staff. 100% of Aboriginal students' Personalised Learning Pathways involved collaboration between parent or carer, classroom teacher and student. Staff demonstrated a growing understanding of the importance of working in partnership with parents to ensure that Aboriginal students are able to achieve their aspirations using culturally appropriate practices.

Aboriginal students have improved their literacy and numeracy outcomes as a result of explicit teaching. 50% of Year 2 Aboriginal students made growth or continued along their trajectory in PAT assessment. 77% of K-6 Aboriginal students made growth in from Term 1 to Term 4 on the IfSR assessment.

Aboriginal background funding supported the increase of Aboriginal families and community members actively engaging in the school. Transitioning to the Connected Communities Strategy directly impacted the increased provision of forums for Aboriginal parents and community members to share their voice. The school frequently invited Elders, Aboriginal parents and carers and representatives from Aboriginal controlled organisations into the school to shape action plans that are responsive to their children's needs. The school experienced an increase in Aboriginal families and community members actively engaged in the school from 5% in 2021 to 73.8% in 2022. The evidence of impact is that local Aboriginal Elders and community feel that they are being listened to and that their capacity to drive their own solutions is valued. There was an increase from 0 attendance in 2021 to 15 community members attending our Term 2 and Term 3 Aboriginal community forums in 2022. Further to this, 100% of the P&C Association (8 members) have an Aboriginal child/grandchild at the school. Aboriginal parents and community members felt empowered in 2022 to join these groups to provide feedback on the school's future directions. The school reached out to the local Aboriginal community to identify Elders living in Macquarie Fields and neighbouring suburbs. Authentic partnerships between the school and local Elders were built by the Executive Principal and Senior Leader Community Engagement. This resulted in an increase from 0 Aboriginal Elders working with the school in 2021 to 8 in 2022. Two of these Elders have been nominated to be on the School Reference Group. The establishment of the School Reference Group (SRG) as part of the Connected Communities Strategy has been reported by key stakeholders as a platform to increase the opportunity of Aboriginal Elders, parents and community members to self determine strategies for success. The SRG

<p>Aboriginal background</p> <p>\$90,603.00</p>	<p>work collaboratively with the Executive Principal and Senior Leader Community Engagement in the development, planning and shared decision making of each school's Connected Communities strategy. Qualitative data indicates that the SRG is strengthening our partnership with the Fields local Aboriginal Education Consultative Group. 94% of staff who completed the Safeguarding Kids Together Aboriginal Education survey, strongly agreed that Curran Public School has a strong connection with the local AECG. This was further supported by the The Tell Them From Me Parent Survey which indicated a significant increase in parents reporting the school was inclusive from from 40.7% in 2021 to 70.4% in 2022. Staff Tell Them From Me survey data correlated with parents with of 85% of staff stating we are an inclusive school above the state government norm of 82%. The SRG's vision is to increase staff and community respect for the identity, culture, heritage and languages of their Aboriginal students. Safeguarding Kids Together survey data indicated that 97% of teachers know their Aboriginal students and understand the importance of identity, family, and connections to Country.</p> <p>After evaluation, the next steps to support our students will be: Strategically targeting Aboriginal students to increasingly achieving at or above national minimum standards in literacy and numeracy achievement. The leadership team and Aboriginal Education Team will delve into evidence based practices to support Aboriginal students in reading in 2023. Resources will be streamlined and coordinated to lift Aboriginal student outcomes through specialist staff such as the COVID ILSP program, EALD and Speech Therapist. Staff will be provided with professional learning to increase their skills to analyse Aboriginal student data and develop a range responsive teaching strategies to improve student progress. To increase opportunities for Aboriginal students to share their voice and be involved in leadership, the school will leverage it's partnership with The Fields AECG to establish a Junior AECG. The school has met with Aboriginal parents who firmly support the establishment of a Junior AECG. Parents openly expressed that this is something they have been seeking for their children for numerous years. The Junior AECG will provide opportunities for young Aboriginal students to develop leadership skills, communication skills, public speaking skills and provide a voice for our students to express their opinions and perspectives on issues relating to Aboriginal education. Continuing to broker partnerships with government and non government organisations to support Aboriginal families will occur in 2023. Tharawal Aboriginal Corporation, NSW Health and the NSW Police are potential partners to expand service delivery from the school site that is flexible and responsive to community needs.</p>
<p>English language proficiency</p> <p>\$83,350.37</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Curran Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of a 0.2 FTE English as an Additional Language and or Dialect (EALD) Teacher to work with classroom teachers to identify EALD students' level of English language proficiency and to become familiar with the students' cultural understandings. • The EALD teacher worked with Stage teams to unpack the EALD progression phases. Teams examined what each phase looks like as an observable behaviour in the classroom and collaboratively planned for reasonable assessments to map EALD learners on the progressions. • The EALD teacher completed the LBOTE and EALD surveys in the data collections websites. • Assistant Principals released from classroom teaching load to support teachers to plan and identify the language and literacy demands for EALD students.

<p>English language proficiency</p> <p>\$83,350.37</p>	<p>The allocation of this funding has resulted in the following impact: EALD students were systematically identified using a range of assessment data and their learning needs were examined, including student English language proficiency using the EALD learning progression. At the same time, there was an increase in teacher confidence to use the EALD progressions to assess student learning with the support of the EALD teacher and executive staff. As a result, EALD students appeared more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>EALD student data indicates that the school needs to examine EALD pedagogies to improve Reading and numeracy outcomes for these learners. 10% of Year 3 and 12% of Year 5 EALD students at the consolidating and developing phases achieved in the top 2 bands in NAPLAN Reading. Similarly, 9% of Year 3 and 7% of Year 5 EALD students at the consolidating and developing phases achieved in the top 2 bands in NAPLAN Numeracy 9%. 35 Year 5 students were assessed in Reading using the check-in assessment diagnostic from which 17 students were EALD. The EALD students outperformed the entire cohort by 9.5%. 36 Year 4 students were assessed in Reading using the check-in assessment diagnostic from which 20 students were EALD. The EALD students outperformed the entire cohort by 2.6%. 32 Year 3 students were assessed in Reading using the check-in assessment diagnostic from which 14 students were EALD. The EALD students outperformed the entire cohort by 7.5%. This trend across Years 3 to 4 for EALD learners indicates that explicit teaching in Reading, primarily in the COVID Intensive Learning Support Program has improved student outcomes.</p> <p>After evaluation, the next steps to support our students will be: To increase the employment of a specialist EALD teacher to meet the growing needs of EALD learners at the school. The EALD teacher will build teacher capacity to design reading learning sequences that reflect the needs of EALD learners. The school will work with the EALD Education Leader to provide ongoing professional learning to the EALD teacher and school leadership team. A future direction is to ensure that a whole school approach towards supporting EALD learners exists and is aligned to current research and the curriculum reform. The EALD teacher will build teacher confidence to identify language and cultural demands across the curriculum in literacy. The EALD teacher will plan collaboratively with stage teams to develop, deliver and evaluate controlled, guided and independent learning activities explicitly outlining phonological skills and the key vocabulary that students require to understand curriculum content.</p> <p>A future direction for the EALD teacher will be to engage with professional learning focused on Aboriginal English as a dialect requiring additional English language support. The Aboriginal Education Officer and Senior Leader Community Engagement will work with the EALD teacher to determine if any Aboriginal students are EALD learners. Professional learning for staff to support Aboriginal students who speak Aboriginal English as a dialect will occur.</p>
<p>Low level adjustment for disability</p> <p>\$229,908.17</p>	<p>Low level adjustment for disability equity loading provides support for students at Curran Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employed 1.5 FTE classroom teachers to release Assistant Principals from their teaching load to work as the Learning and Support Teacher. The Assistant Principals collaborated with classroom teachers to make adjustments to the curriculum and instruction. • Assistant Principals in the role of the Learning and Support teacher worked with individual students and in a case management role within the classroom/whole school setting.

<p>Low level adjustment for disability</p> <p>\$229,908.17</p>	<ul style="list-style-type: none"> • Assistant Principals in the Learning and Support Teacher role used a collaborative approach to actively involve students and their parents and carers in decision-making processes. Assistant Principals met with classroom teachers and with parents/carers, external service providers and students where appropriate to develop, monitor and evaluate personalised learning for students with disabilities and complex needs. • The Learning and Support Team strengthened and streamlined Learning and Support Team processes and networked with specialist allied health professionals and the Team Around a School. <p>The allocation of this funding has resulted in the following impact: Increased numbers of students supported through tiered interventions leading to higher levels of engagement in literacy and numeracy. There was a significant improvement in the school's approach to working with students, parents and carers, classroom teachers and other professionals to identify students who need extra support, including during key transition points. The Learning and Support Teachers worked with teachers to develop SMART goals and strategies within Personalised Learning and Support Plans for students with disabilities and complex learning needs. 100% of students with diagnosed disabilities had Personalised Learning and Support Plans. The Learning and Support Team voluntarily engaged with the Safeguarding Kids Together Team to improve processes. This resulted in an increased assessment rate of individual education needs for students and improved provision of adjustments or support to meet the students' assessed needs. There has also been an improved partnership between the team Around the School, with school staff, students and families. The Learning and Wellbeing Officer, Assistant Principal Learning and Support, Out of Home Care teacher and Behaviour Specialist have built the capacity of the leadership team and teaching staff to implement the care continuum.</p> <p>After evaluation, the next steps to support our students will be: To employ specialist Learning and Support Teachers, with clearly defined roles and responsibilities, who will lead the Learning and Support Team through a whole school approach. The Learning and Support Team will review processes aligned to policy and evidence based research to develop a comprehensive and coordinated approach to supporting student learning, wellbeing and health care needs. This will include streamlining the referral process and developing improved communication across the school. The Learning and Support Teachers will support the planning, delivery and review of a range of strategies across the care continuum. As expert staff, they will embed whole school universal strategies to strengthen the capacity of staff so they are better able to recognise and respond early to students' health and wellbeing needs. Data from a range of diagnostic assessments will be used to inform the allocation of Learning and Support and specialist roles such as the school funded School Learning and Support Officer and COVID Intensive Learning Support Program. An improved system will be developed to monitor and review the impact of the adjustments or support being provided for students. Parent and carers will be involved in these conversations about their child's learning and wellbeing progress.</p>
<p>Professional learning</p> <p>\$31,732.60</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 Curran Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Built staff capacity to lead school wide trauma informed wellbeing practices. Six teaching staff completed the four day Berry Street Education Model professional learning. 5 Assistant Principal's engaged with the Zones of Regulation professional learning. • Engaged with the Curriculum Reform as an Accelerated Adopter school

Professional learning

\$31,732.60

and trialed the Units of Work K-2. All teaching staff K-6 prepared for the Curriculum Reform through the completion of the NESA e learning and micro learning modules.

- Established and sustained learning walks as a professional learning model.

The allocation of this funding has resulted in the following impact:

Built the capacity of selected staff to develop a deep understanding of trauma informed practices to lead school wide implementation and change. Selected staff engaged with the Zones of Regulation and Berry Street Education Model (BSEM) professional learning to become leading learners. The Zones of Regulation team developed professional learning around trauma and delivered it to the whole staff towards the end of 2022. This professional learning built staff understanding of the research base underpinning the Department of Education's 'Inclusive, Engaging, Respectful' Schools policy. 60% of staff strongly agreed to 'I believe in the value of implementing the Zones of Regulation to support student learning and outcomes with further 40% somewhat agreeing. This was further reflected in staff focus group data which demonstrated an overwhelming trend towards staff valuing positive relationships with students. Staff reported that they valued relationships to improve student outcomes but felt competing pressures between addressing the curriculum expectations and spending enough time on wellbeing. The Berry Street Education Model may provide professional learning to simultaneously address learning and wellbeing in 2023. The Berry Street Education Model team developed an action plan to deliver intensive professional learning to all staff in 2023. As staff knowledge of trauma informed practices increased, there was an increase in the number of students receiving intensive and targeted support. Personalised behaviour support plans increasingly included preventative multi-tiered supports and an emphasis on using functional behaviour analysis to understand the form and function of behaviour. Analysis of longitudinal suspension data (11 in 2022, 28 in 2021, 29 in 2020) has shown a reduction in suspension rates over time. This may indicate that the shift in school culture towards a more preventative and proactive approach has resulted in students being able to better regulate behaviour with personalised strategies. Tell Them from Me data correlates with this finding, with 84% of staff reporting that the school is an inclusive school, which is above the state norm at 82%. 75% of students reported that the school has positive relationships. This is an increase from 2021 data but is 10% lower than the state norm. 81% of students reported positive teacher-student relations exist, which is similar when compared to the state norm. Parents also reported that professional learning for staff and evidence based practices in wellbeing were having a positive impact across 2022. The parent Tell Them From Me survey reflected this perception with a significant growth from 48% in 2021 to 74% in 2022 of parents reporting that the school is inclusive. This was above the state norm. In addition, there was an increase in parents reporting that the school supports safety at school from 38% in 2021 to 65% in 2022. This increase in parent perception could be attributed to the multi-tiered approach towards supporting behaviour and wellbeing following professional learning.

Across 2022, cohesive and well sequenced professional learning supported the implementation of the Curriculum Reform. As an Accelerated Adopter school, teachers engaged with intensive professional learning to build strong foundations in literacy and numeracy with new English and mathematics syllabuses for Kindergarten to Year 2. Staff were released regularly to engage in stage based professional learning. The focus was to understand the research underpinning the Curriculum Reform and the impact on classroom practice. The Early Stage One and Stage One teams were allocated additional time to evaluate, select, adapt, and create resources to teach the new syllabus. During this cycle, all team members increased their knowledge of the new curriculum and the units of work. This was achieved by engaging with the Curriculum Advisor and commencing the online professional learning provided by NESA. Teachers engaged in regular consistent teacher judgement sessions which focused on unpacking the units of work and determining the links to the new syllabus. Supplementing the Accelerated Adopter professional learning, all teaching staff prepared for the new curriculum. All teaching staff completed the NESA eLearning

<p>Professional learning</p> <p>\$31,732.60</p>	<p>modules.</p> <p>All teaching staff were released for an additional hour each week to engage in collaborative inquiry and planning. Stage teams designed challenging mathematical tasks using the Launch Explore Summarise Reflect and Apply model. Teachers planned rich tasks that allowed students to problem solve and reason. The collaborative planning sessions promoted professional dialogue about student learning behaviours in numeracy. Tell Them From Me staff survey data indicated that 78% of staff felt the staff worked collaboratively which matched the state norm.</p> <p>In 2022, learning walks were introduced as a professional learning model to measure impact. The learning walk model was highly successful with large numbers of teaching staff indicating they would like to be on the team. The problem of practice aligned to professional learning to directly observe the impact on student learning in the classrooms. The large scale data provided trend data about strengths and areas for future development. Learning walks led to school leaders and teachers seeing the student learning needs as 'our challenge' not an individual teachers challenge. Teachers increasingly viewed problems of practice as challenges for which they are mutually accountable and actively worked together as a collective to develop solutions and implement these in the classroom.</p> <p>After evaluation, the next steps to support our students will be: To strengthen current professional learning models to ensure teachers work together and learn from each other to embed evidence based practice that improving student outcomes. Collaborative planning will shift away from sharing resources, solely planning activities and discussing administrative issues. In 2023, regular active collaboration will occur that includes increased opportunities for peer observation and feedback, coaching, mentoring and team teaching, allowing teachers to learn from each other. The leadership team will establish protocols and tools that will measure the impact of professional learning on teacher practice and on student outcomes. Learning walks will continue as a model to measure impact of taking research into practice. Learning walks will occur each term and will provide large scale data trends and will be used to inform future teacher learning. There will also be an increased focus on teachers collaborating with staff in other schools to share and embed good practice. The Assistant Principals Curriculum and Instruction will form a network with local schools and the metro Connected Communities schools.</p> <p>A future direction for the school will be the delivery of the BSEM professional learning for all staff to strengthen trauma informed practices. The BSEM team will sequence and develop professional learning modules aligned to the BSEM resources and school context.</p> <p>After a sustained numeracy focus, a future direction will be professional learning in reading. The Deputy Principal Teaching and Learning, in collaboration with the Assistant Principals Curriculum and instruction will provide evidence based professional learning examining The Simple View of Reading, Deslea Konzas Big Six and Scarborough's Reading Rope. Teachers will explore how oral language, phonological awareness, phonics, vocabulary, fluency and comprehension are all necessary for effective reading instruction. Weekly collaboration in stage teams will support the practical application of the evidence based teaching of reading.</p>
<p>QTSS release</p> <p>\$63,551.31</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Curran Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employed 0.6 FTE classroom teacher to release classroom teachers to engage in regular instructional coaching conversations and collaborative planning sessions.

<p>QTSS release</p> <p>\$63,551.31</p>	<ul style="list-style-type: none"> • Teachers engaged in regular in-class support including classroom coaching, observation, learning walks and talks, co-teaching and the analysis of work samples to identify the impact of practice and programs on student outcomes. • Teachers participated in professional conversations to evaluate and modify teaching strategies and programs during collaborative planning and instructional coaching conversations. <p>The allocation of this funding has resulted in the following impact: Across 2022, QTSS funding was utilised to release Assistant Principals from their face to face teaching load. The Assistant Principals engaged in collaborative planning and instructional coaching with teachers on their team. During weekly planning sessions, the Assistant Principals collaborated with teachers to design challenging mathematical opportunities for students that scaffolded learners to achieve high level goals. Using the Launch, Explore, Summarise, Reflect and Apply model, teams planned open ended tasks that allowed students to explore mathematical ideas and use an increasingly sophisticated range of strategies for reasoning and problem solving. As instructional coaches, the Assistant Principals engaged in team teaching opportunities to support teachers to change practice. The focus was on students improving fluency, problem-solving skills and to enrich their conceptual understandings. Staff reported that instructional coaching helped establish a shared understanding of evidence-based practices for the targeted teaching of numeracy. It also allowed teachers to increase their confidence to identify and embed numeracy into teaching and learning programs. Through co-planning, co-teaching and co-reflecting, this model developed a shared whole-school responsibility towards improving student numeracy outcomes.</p> <p>The Collaborative Support- Unique Settings (CSUS) project amplified the direction of the QTSS release model across 2022. A theory of action and high level activity for the Strategic Improvement Plan was developed. This process strengthened the collaborative planning and coaching protocols in the school. All teaching staff built their capacity to confidently enter PLAN2 data and use the numeracy progressions to formatively assess student learning. Sharing work samples and observations of learning improved consistent teacher judgement. Aspiring leaders were identified during the CSUS project. The Assistant Principals Curriculum and Instruction built the capacity of five aspiring leaders to differentiate and deliver professional learning in numeracy to their teams. Aspiring leaders reported that this opportunity allowed them to share their expertise with staff and strengthen knowledge in evidence based practices.</p> <p>After evaluation, the next steps to support our students will be: Strengthening the collaboration and coaching model within the school. School leaders will create a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge. Professional learning for teachers released as coaches will strengthen their expertise to build adaptive expertise. Accountability tools and protocols will be developed to ensure that coaches are skilled in observation and the provision of feedback on the effectiveness of teaching strategies observed during lessons. Coaches will discuss areas of strengths and improvement with coachees and these will be validated with evidence. Measuring the direct impact of the coaches and collaborative planning on student outcomes will be a future implication. Collaboration sessions that focus on developing teachers as experts in data literacy is a future implication. Teachers need to triangulate data from a range of diagnostic tools to inform teaching and learning. Assessment will be used formatively and responsively.</p>
<p>COVID ILSP</p> <p>\$265,500.00</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</p>

COVID ILSP

\$265,500.00

including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- Employment of 2.2 FTE teachers to deliver small group tuition.
- Implemented an intensive small group tuition program, meeting students 'point of need' in literacy and numeracy as identified through rigorous student assessments.
- The COVID ILSP team worked with class teachers to adapt focus students and checked this against previously collected data and updated PLAN2 data. Staff analysed school and student data to identify students for small group tuition groups and to monitor the progress of student groups.
- Development of ongoing communication plans with all stake holders including the COVID ILSP teachers, classroom teachers and COVID ILSP coordinator for students in the program. This is facilitated through weekly Stage collaborative planning sessions involving PLAN 2 data updates and conversations to support Consistent Teaching Judgment (CTJ) supported by professional learning overviews.
- Accessed professional learning, including weekly timetabled participation with COVID ILSP Modules and 'Essential Series'. The team accessed 'point of need' professional learning, professional readings and instructional leadership sessions centred around the What Works Best document and aligned to the High Impact Professional Learning (HIPL).

The allocation of this funding has resulted in the following impact:

Over 100 small group sessions were delivered over the course of Term 1. This number represented only 58% of planned sessions. Implementation of the COVID Intensive Learning Support Program (ILSP) was significantly impacted during Term 1 with the staffing shortages due to COVID cases. Many focus students were also affected by frequent and prolonged absences. As a result, the team moved the focus from mid range students with skill gaps, to support the critical students who teachers identified as requiring greater intervention.

Impact in Term 2 was measured using PLAN2 Areas of Focus progression data. Most students made progress against the Understanding Texts and Measurement elements with the average of skill attainment across every group increasing (Year 5 Reading average from 0.61 to 2.8, Year 5 Mathematics 1.49 to 2.11, Year 3 Reading 0.63 to 2.1, Year 3 Mathematics 0.25 to 1.3). A significant amount of data was collected representing a more comprehensive understanding of students' skill development to inform future planning.

100% of students in the COVID ILSP achieved at or above national minimum standards in all areas vs 89% (Year 5 Numeracy) 83% (Year 5 Reading) 82% (Year 3 Numeracy and 90% (Year 3 Reading) of students overall. The Year 5 cohort achieved the highest Top 2 Band attainment in Reading and 2nd highest Top 2 Band attainment in Numeracy over the last 6+ years. These students were provided extension through the COVID ILSP this year.

However the improvement in Top 2 Band attainment was counteracted by an increase in the bottom band performance of non-COVID ILSP students leading to discussion of how to best provide both intervention and extension and how to identify target students. As a result, the COVID ILSP team will move to providing more support for children who were identified in the bottom two bands or identified by their teachers as being at critical risk.

In Term 4, the team evaluated the COVID ILSP through a wellbeing focus with surveys and anecdotal data. The team determined students in the program benefited from a wellbeing perspective as well as an academic perspective. The withdrawal sessions were a calm, positive and enjoyable experience for students where they felt challenged in a supportive environment. Students reported enjoying attending and feeling a sense of belonging when participating. 99% stated they really liked or liked participating in the daily sessions. 95% stated that the lessons made their learning a lot better or a little better at school. 74% stated that they enjoyed school more as a result of being involved in the program. 82% stated they would prefer to learn in small groups or one on one sessions. Quotes included: "It was interesting and the work was challenging", "I love small groups....the learning is easier for me", "I loved both. The reading made

COVID ILSP

\$265,500.00

things easier and I'm into books now" and "It stayed real quiet and more focused. There were more questions than normal and it was a bit harder so it stepped up my learning. Each time I came back it got easier and I went up in my learning."

Students identified that they learnt best in small group tuition sessions where learning can be individualised to challenge, inform and enhance understanding and connections. They developed the confidence to recognise their own learning styles, strengths and weaknesses and identify productive learning paths. Students understand they are accountable to be productive participants within their learning and they can verbalise where to next in their learning sequences. Anecdotally, 5 children who were nominated for The Fields Aboriginal Achievement award all received extension and support through the COVID ILSP.

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

The COVID ILSP team will be sustained in 2023 to ensure the continuity and success of this program. The COVID ILSP teachers will work alongside specialist staff such as the Learning and Support Teachers and English as an Additional Language and/or Dialect teachers in 2023. The COVID ILSP teachers will target interventions in literacy and numeracy in collaboration with the DP, APCIs and AP Wellbeing and Engagement. This will lead to a coordinated approach to ongoing intervention support in the classroom underpinned by strong wellbeing and engagement strategies.

A streamlined approach towards supporting students will include drafting a new LST policy to present to stakeholders in early 2023 informed by the student data and evidence around what works in our context. This process may include:

Engaging in Access Request PL and Functional Behaviour Assessment PL (2022 T4)

Visiting or networking with other schools and district team to see how LST processes are organised across different contexts

Seeking teacher feedback about where support is best needed in their classrooms e.g. Surveys

Engaging parents and community as helpers in the classroom

Collaborating with SLSOs and AEO to ensure support is consistent and streamlined.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	131	138	143	147
Girls	121	117	119	117

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.1	86.1	88.4	75.7
1	89.2	85.3	86.2	79.4
2	88.0	82.0	89.7	81.0
3	92.4	83.3	90.4	81.3
4	87.1	80.6	87.7	80.4
5	90.8	84.3	86.2	80.2
6	89.4	82.2	84.7	83.6
All Years	89.3	83.2	87.7	80.3
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)	1
Assistant Principal(s)	4.4
Classroom Teacher(s)	14.26
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	10.57
Other Positions	0.4

*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	114,199
Revenue	6,918,384
Appropriation	6,859,074
Sale of Goods and Services	8,328
Grants and contributions	50,332
Investment income	549
Other revenue	100
Expenses	-6,320,575
Employee related	-5,240,258
Operating expenses	-1,080,316
Surplus / deficit for the year	597,810
Closing Balance	712,009

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	96,301
Equity Total	992,354
Equity - Aboriginal	90,603
Equity - Socio-economic	588,493
Equity - Language	83,350
Equity - Disability	229,908
Base Total	3,310,913
Base - Per Capita	76,198
Base - Location	0
Base - Other	3,234,715
Other Total	1,388,027
Grand Total	5,787,595

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

Introducing the Connected Communities Strategy to the school this year resulted in significant work in wellbeing, cultural safety and belonging. The school can already identify positive trends in parent/caregiver, student and teacher satisfaction, however it is believed that much of the work has been laying the groundwork towards quality evidenced-based universal strategies. This foundation work creates groundswell and shifts in culture that take time to continue to build momentum and yield data definitively demonstrating growth. The school has seen significant shifts in culture through its teachers, leadership team and community relations and view this period in time as a transitional year whilst Connected Communities Strategies breathes positive culture and belonging through the school community and beyond the gates.

Parents/Caregivers and Community

In the first year post pandemic, with school events returning and grounds open to community without restriction, Curran reports a continual increase in parent/caregiver attendance across the wide range of community events including feedback forums, school assemblies, parent-teacher-student conferences, cultural celebrations, sporting events and annual events such as Easter Hat parade. Visitor numbers at community events are evidence of increasing well-being and a sense of belonging. Parents and caregivers provide positive feedback in person, on social media and through word-of-mouth, demonstrating their satisfaction. Increasingly, parents and caregivers have approach school leadership for assistance with issues impacting their well-being and the well-being of their children. This further indicates a sense of developing trust and belonging. Tell Them From Me parent survey data indicates that the areas that made significant gains were 'Inclusive School', from 4.7 to 7.4, and 'Parents feel Welcome' from 4.9 to 7.1.

Breakfast Library, operating in partnership with the Australian Literacy and Numeracy Foundation, is an initiative that has demonstrated significant impact in creating increased well-being and belonging at Curran. Breakfast Library quickly grew to being in operation five days per week to meet demand after its launch. Each morning, Breakfast Library can serve in excess of one hundred and fifty students, parents, carers and younger siblings. The Breakfast Library has become a hub of community gathering each day and has received overwhelming positive feedback with 94% of parents surveyed, reporting that breakfast library helps to prepare students for learning.

Creating a culturally safe environment has been a priority under the Connected Community Strategy for all students and families, including pre-school students transitioning into school. Significant calendar events, such as multicultural day and harmony day, and changes to school processes has resulted in positive feedback, increased Aboriginal community participation and positive trends in Tell Them From Me survey data, indicating cultural safety at Curran. Aboriginal Elders are increasingly involved in school initiatives, including culture classes and the boys did group. During the Aboriginal Community Forum, parents reported satisfaction in the Startwell program in which children are learning to take pride in their culture. Startwell students start the day with an Acknowledgement to Country, saying hello to ground and sky. The general consensus arising from the Forum, was that parents and carers felt school was providing opportunities to know and celebrate culture and to develop students with self-determination and pride. One parent expressed how important the work being done is to "break the cycle". Parent and caregiver satisfaction is supported by Tell Them from Me parent survey data with a significant increase in 'Safety at School' from 3.7 to 6.5 between 2021 and 2022.

Staff

In transition to Connected Community Strategy there has been a renewed focus on responsiveness to parents, community and the well-being of Curran students, staff and community. There has been significant opportunities for professional learning and significant changes to processes as staff have worked together to establish a proactive community mindset. In addition, there has been a large turnover of teaching and executive staff that has added to the difficulty and conflicting data regarding teacher satisfaction.

Feedback at staff forums demonstrate a strong belief that we are improving in our ability to build advocacy in our students and community. Staff overwhelmingly voiced a belief in well-being systems being introduced to deliver processes that will support and strengthen positive teacher-student relationships. Feedback also indicated that staff felt supported through leadership and professional learning opportunities. Whilst this evidence demonstrated strong staff satisfaction, Tell Them From Me data did not echo these sentiments, with a decline on 2021 data in all areas of school and classroom context, making a definitive judgement on staff satisfaction difficult. This data may support leadership reflection on the impact of change with the transition to Connected Communities as 81% staff also reported in TTFM that 'school leaders lead improvement and change', suggesting that staff have trust in leadership and that more time is needed to implement and measure the impact on staff satisfaction.

Positively, however, staff Tell Them From Me corroborated parent feedback in regards to cultural safety with 67% of staff reporting that 'students have a strong sense of belonging' and 85% of staff agreeing that 'school is a culturally safe place for all students'.

Students

Students want to be at school, feel a sense of community and belonging and appreciate the many and varied opportunities to engage in various aspects of school life. In an extensive student focus group, encompassing all stage groups, facilitated by the Safeguarding Kids Together team, students demonstrated 100% awareness of well-being programs and between 80% and 100% 'usefulness' for these programs. In the same focus groups, students reported high satisfaction with teaching staff, identifying teachers as a significant protective factor and describing staff as "approachable". In a similar trend to teacher survey data however, student Tell Them From Data does not consistently represent the feedback provided by students in other forums. Both 'Sense of Belonging' and 'Positive Relationships' trends remained significantly below state government norms with minimal change between 2021 and 2022 (Sense of Belonging fell from 58% to 55%, whilst positive relationships saw a 2% increase to 75%). Student voice reflected the desire for increased well-being programs and Positive Behaviour for Learning strategies, both of which were extensively developed throughout the year ready for increased implementation in 2023. It is predicted that the success of school well-being initiatives will more consistently be reflected through student satisfaction data over the coming twelve months. Interest and Motivation measured as an overarching social-emotional outcome in TTFM demonstrated significant growth of over 10% on 2021 results, indicating that increased well-being is being reflected in participation in and value of education.

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.