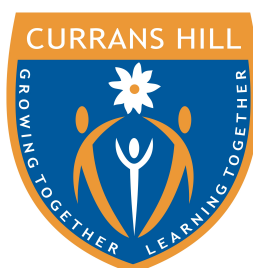


# 2022 Annual Report

## Currans Hill Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Currans Hill 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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## Message from the principal

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When I look back on the 2022 school year, I do so with great pride. It has been a wonderful year of achievements, learning, community, teamwork and fun. Currans Hill Public School is constantly striving to improve. Our teachers and staff have embraced the changes we have implemented this year, in particular the launch of the new K-2 English and Mathematics syllabus. Throughout semester one, staff engaged in rigorous professional learning on the Science of Reading and in particular phonemic awareness, vocabulary and fluency which saw a significant shift in NAPLAN results with a 8.6% uplift in the number of students performing in the top two bands for reading in Year 3 and 6.2% in Year 5. During semester 2, the staff have engaged in professional learning in the use of Number Talks and Programming Mathematics using a connectedness approach which has resulted in a significant shift in student's ability to problem solve.

Our classroom teachers, ably supported by the Learning and Support Team of Mrs O'Loughlan, Mrs Siddiqui and Mrs Kemp, continue to work together to improve our student's learning in all key areas. We were also fortunate to be able to employ 3 additional support teachers to address the gaps in learning identified as a result of COVID disruptions over the last 3 years and have recorded pleasing growth. Thank you, Mrs Grenfell, Mrs Harrington and Mrs Heath, for your significant contributions to this program throughout the year. I am pleased to advise you that the Department of Education has extended the COVID IL program for next year which is wonderful news.

Our student wellbeing team have continued to work diligently to also prepare weekly PBL lessons that promote our core values and a growth mindset. The team have implemented many initiatives such as Lunch Club and Smiling Minds to support the positive wellbeing of our students.

Our achievements are not only confined to the classroom. We have provided an extensive range of extra curricula activities for our students. I was particularly proud this year of the wonderful concert that was showcased in Term 3 at Oran Park High School. All students in Kindergarten to Year 6 were able to perform 2 shows for family and friends and it was so lovely to hear and receive many compliments about how well the children performed and conducted themselves. I would especially like to thank the CAPA committee led by Mrs Heath for their outstanding coordination of this wonderful community event.

In addition to the concert, the Currans Hill recorder ensemble and choir were once again able to perform at the Sydney Town Hall as part of the Festival of Instrumental Music. Thank you, Mrs Thompson, Mrs Grenfell and Mrs Kemp, for giving up many hours to prepare and rehearse. The concerts were truly memorable, and it was wonderful to be able to support the arts again after several years of COVID disruption.

Additional activities such as Kanga Kids, gardening club, public speaking and debating featured heavily on the calendar. We also had the opportunity to celebrate Book Week this year once again and participate in a range of sporting endeavours including PSSA sport, the swimming, athletics and cross-country carnivals as well as the K-2 Sports day. Our achievements on the sporting field were numerous. I would like to thank Ms Barrett, Mr Cleary, Mrs Fleming and numerous other sporting coaches for training and coordinating our sporting program throughout 2023, as it can be quite time consuming.

Every child brings rich resources with them into our school - a variety of talents, experiences, culture, family circumstances and expectations, resilience, and a sense of fun. You have all witnessed this throughout the year at various excursions and whole school events such as the colour run, Kindergarten orientation and storytime, Teen Ranch Camp and fun day. Our children cooperate well together. I am continually impressed by the way students of all ages help and support one another. At Currans Hill, our students are caring, helpful and show the most wonderful empathy for their peers. Thank you to our school leaders led by Ava and Jordan, who have done an amazing job of running school assemblies, representing our school at special events and also being excellent role models for all students. I thank them for their continued willingness to serve the school community and excellent leadership this year.

Thank you also to our brilliant administration staff. Mrs Flaherty, Mrs Stanley, Mrs Breuer and Mrs Mitchell are wonderful ladies to work with and always ensure that our school runs like a well-oiled machine. Their support of staff, parents and care of our students is commendable. Our Learning Support Officers, Mrs Ford, Mrs Annakin, Ms Bray, Mrs Freeman, Mrs Kontas, Mrs Schouten, Mrs Nagel, Mrs Robertson and Mrs Gilmore continue to ensure that all of our children are supported and provided with essential learning opportunities.

It has been another great year for our P&C. Despite COVID restrictions, a small but hard working team have continued to support the school and I thank them greatly for giving up their time to assist us in many ways including the fathers and mothers day stalls, Easter raffle, uniform shop, colour run and of course our school concert. The P&C has assisted us with many improvements across the school. This ongoing support and hard work is invaluable. This year in particular, I would like to acknowledge Jane Mikulandra and Kathy Taylor, who after many years, will be handing over the coordination of the uniform shop to new volunteers. Thank you also to Mrs Taylor, Mrs Evans, Mrs Pellizarro, Mrs Robins and Mrs Siddiqui for coordinating our Breakfast Club every Wednesday morning which is sponsored by the Australian Literacy Foundation. It has been so wonderful for the children to have a nutritious start to the day but also receive a quality book to take home to further promote and foster a love of reading. We look forward to welcoming many parents back into classrooms next year and seeing you at planned community events like our welcome BBQ at the start of Term 1.

I would also like to thank Mrs Said once again for her wonderful leadership of the school during my absence in semester one. Mrs Said was ably supported by Mrs Clarke and the executive team, and I thank them all for their ongoing commitment to our staff and students throughout the year. Managing the dual role of a teaching executive can be very challenging at times due to the increasing complexity of the role which encompasses student welfare, communicating with parents, organising rosters and also supporting staff with professional learning to name a few activities.

At this time, I would like to extend my upmost thanks to all of the staff at Currans Hill for their hard work and dedication throughout the year. As is the case at the end of every year, we have a number of staff who will be taking up new appointments. I truly thank them for their hard work and dedication to our school and wish them all the best in their new endeavours. In 2023, we welcome back a number of staff who have been on maternity leave along with Mrs Garney and Mrs Gemma Shackleton who has been appointed as our new AP Curriculum Instruction 0.4FTE.

Despite another year of COVID disruptions, our students have shown tremendous resilience and ability to refocus their attention on improving their learning goals. Our students are our future. Our aim is for every student to be happy at school, to have a strong sense of belonging and to reach their full potential. We want to provide them with the best opportunities, chances and choices in life. We celebrate being respectful, caring and fostering lifelong values which will prepare our students for life beyond the school gate.

I am sincerely grateful as always, to be the principal of this fabulous school. Thank you parents and carers, for entrusting the staff with the educational wellbeing of your children. I hope to continue to nurture the strong partnerships we have developed with you over the last few years in 2023 and look forward to another productive and exciting year ahead.

Sandra Wilson

Principal

### Message from the school community

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Thank you everyone who helped keep the P&C going last year and thank you to the people who accepted a role to begin this year.

We did have a busy 2022 and involved ourselves with many things to support the school in a number of ways including fundraising.

Last year we held the following events:

- Hot Cross Bun Drive
- Crazy Socks

- Easter Raffle
- Mother's and Father's Day
- Colour Run
- Jersey Day
- Pie Drive
- Mufti Day

We had members of the community assist us in some capacity for different events over the year and we are very grateful to these people too.

All in all, we had a good 2022 and made significant contributions such as the new playground, sports shed and technology to the school community over this time, all while being a very small committee.

## School vision

At Currans Hill Public School, we believe that every student should be challenged and motivated to learn in a safe, respectful and inclusive learning environment where there are high expectations for student academic growth and success and effective whole school practices in place that support and nurture student wellbeing and engagement.

## School context

Currans Hill Public School is located in the Macarthur area of South West Sydney. The school is a focal point within the community and caters for students in Kindergarten to Year 6. In 2022, the school has an enrolment of 516 students with 21% having a language background other than English and 9% identifying as Aboriginal or Torres Strait Islander. School enrolment numbers have fluctuated over the last 4 years, with student numbers ranging from 510 to 580. We anticipate that this trend will continue in the coming years with the establishment of 2 new primary schools nearby. Our current FOEI is 104, with 42% of students meeting the criteria for socio economic equity support.

The school has a proud sporting history and also provides numerous opportunities for students to participate in the performing arts.

The school has an energetic P&C and has facilitated positive relationships with parents and carers as well as members of the wider community including our local AECG. The school fosters a culture of high expectations embodied by our learner dispositions and STAR rules; Be Safe, Be a Team Player, Be a Learner and Be Respectful.

Through our Situational Analysis, we have identified 3 key focus areas for this Strategic Improvement Plan which build on the work undertaken as part of the previous school planning cycle around Visible Learning, Innovation and Inquiry and Partnerships.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me survey along with school based data has highlighted the schools need to focus on developing whole school processes to ensure every student can connect, succeed, thrive and learn at school. Current research shows that higher levels of wellbeing are linked to higher academic achievement and engagement in learning, school completion, better overall mental health and positive social and emotional skills. Whilst PBL has commenced at the school, further work on addressing all elements of wellbeing as part of the Wellbeing Framework Self Assessment Tool will be evident in the new school plan including how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including high potential or gifted students. Individual and targeted support will be provided where growth is not evident and identified students will be referred to the Learning and Support Team for intensive intervention.

The Tell Them From Me survey also provides ongoing data pertaining to student voice, choice and participation in school activities. We want to engage students and challenge them to learn new things. We will implement strategies to build a positive learning environment through High Impact Professional Learning (HIPL) structures that will build teacher capabilities and collective pedagogical practice in critical and creative thinking.

In addition to this, we have identified a need to use data driven practices to ensure all students meet expected growth in reading and numeracy in line with our system negotiated targets. Staff have analysed internal and external school data to identify explicit areas for focus including comprehension, vocabulary, phonemic awareness and number. Supporting staff with the use of High Impact Teaching Strategies (HITS) will lead to improved teacher practice and ensure that students achieve expected growth and attainment in their learning. This will be achieved through scheduled staff collaboration and opportunities to collect and analyse student data to inform differentiated teaching and learning programs.

Continual monitoring of student performance data will determine areas of need for individual support and whole school focus to ensure ongoing student and school improvement.

## 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	Excelling
LEARNING: Reporting	Excelling
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	Sustaining and Growing
LEADING: Management practices and processes	Excelling



## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of all students and in line with current research-based pedagogy.

### 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.

- Explicit teaching based on quality assessment
- Data driven practices through collaboration

### Resources allocated to this strategic direction

**Professional learning:** \$34,696.43

**Literacy and numeracy:** \$13,717.48

**Socio-economic background:** \$236,005.93

**Per capita:** \$47,435.78

**Literacy and numeracy intervention:** \$96,533.64

**QTSS release:** \$109,634.63

### Summary of progress

During 2022, whole school professional learning occurred in line with the current Department of Education researched-based effective practice through the Science of Reading and Scarborough's Reading Rope. There were additional focusses on effective spelling, phonics, use of decodable readers. In numeracy, professional learning centred around pedagogical practice through the use of the Big Ideas in Number, based on the work of Di Siemon, along with Jo Boaler's Mindset in Mathematics. Number Talks were the focus of Quality Teaching Successful Students (QTSS) time and whole school consistency in the implementation of the LESRA (Launch, Explore, Summarise, Reflect, Apply) model occurred.

The professional learning in literacy resulted in a school-wide, solid understanding of the Science of Reading model and the practical model of what a Quality Literacy Session (English block) should contain. It can be noted, however, that further consolidation across K-6 is required.

In numeracy, the use of Number Talks has resulted in an observed increase in oral language (working mathematically), improved student engagement in mathematical reasoning and student confidence in risk taking.

Collaborative planning time was allocated to increase opportunities for stage teams to meet and engage in data collaboration time to improve literacy and numeracy acquisition and improve student outcomes in the focus areas. This became a challenge to staff, due to system-wide staffing shortages and did not occur on a regular basis. Tell Them From Me data indicates that staff are engaging more in collaborative practice and feel more confident in using data to inform their teaching practice and use purposeful differentiation in the classroom.

QTSS funding was targeted through a focus on distributive leadership for assistant principals to become the lead learners of their stage. Weekly time allocations were provided for the stage leaders to work shoulder to shoulder with members of their teams in classrooms and to provide differentiated professional learning in order to drive improved pedagogical practice leading to improved student outcomes.

Weekly data talks at executive level, led by the deputy principal, allowed a narrow focus to be identified and growth measured accordingly.

In 2023, we will continue to implement strategies to improve student achievement in reading and numeracy that are based on current pedagogical research and evidence based practices as outlined in the What works best; 2020 update. We will build on the current foundations of the literacy and numeracy blocks via the implementation of CHPS Playbooks, consolidate resourcing, continuing to trial the new 3-6 syllabus units of work and reflecting and refining the draft Scope and Sequence documents. We will embed stage collaboration time through release from face to face (RFF) process, so we no longer need to rely on casuals and will incorporate the additional 5 hour curriculum reform time for teachers. We will develop a consistent data talk format for weekly meetings between the deputy principal, assistant principals' curriculum and instruction (APCI) and stage based assistant principals. Priorities, based on school external and internal data sources will become a focus for the new 1.4FTE APCI roles.

## 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
By 2022, there will be an uplift from 2021 baseline data of 6.9% of students in Years 3 and 5 in the top two bands of NAPLAN Numeracy in line with system negotiated targets.	<ul style="list-style-type: none"><li>• 2022 NAPLAN data indicates 24.4% of students in Year 3 are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.</li><li>• 2022 NAPLAN data indicates 11.9% of students in Year 5 are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.</li></ul>
By 2022, there will be an uplift from 2021 baseline data of 7.0% of students in Years 3 and 5 in the top two bands of NAPLAN Reading in line with system negotiated targets.	<ul style="list-style-type: none"><li>• 2022 NAPLAN data indicates 48.3% of students in Year 3 in the top two skill bands for reading indicating the school exceeded the system negotiated target by 1.6%.</li><li>• 2022 NAPLAN data indicates 41.2% of students in Year 5 in the top two skill bands for reading indicating the school exceeded the system negotiated target by 2.8%.</li></ul>
By 2022, there will be an uplift from 2021 baseline data of 3% of students in Years 3 and 5 achieving expected growth of NAPLAN Numeracy in line with system negotiated targets.	<ul style="list-style-type: none"><li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li></ul>
By 2022, there will be an uplift from 2021 baseline data of 3% of students in Years 3 and 5 achieving expected growth of NAPLAN Reading in line with system negotiated targets.	<ul style="list-style-type: none"><li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li></ul>



## Strategic Direction 2: Engagement

### Purpose

To facilitate our students as inquiry learners, we will provide a variety of rich, authentic and innovative learning experiences that engage, enhance and challenge all students, helping them achieve their full educational potential.

### 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.

- Inquiry learning
- Student choice, voice, participation and leadership

### Resources allocated to this strategic direction

**Professional learning:** \$3,000.00

**Per capita:** \$33,500.00

### Summary of progress

At the beginning of semester one 2022, 3 initiatives were established for Strategic Direction 2 - Engagement: Inquiry Learning; High Potential Gifted Education; and Student Choice, Voice, Participation and Leadership.

#### Inquiry Learning

Due to COVID guidelines and regulations professional learning opportunities utilising outside agencies was unavailable at the beginning of 2022. Kindergarten teachers participated in an in-school overview of *Investigations* run by a trained play-based learning teacher. Professional learning in *Investigations* continued in Kindergarten with 2 staff members attending online professional learning in Term 4. Investigations were programmed mainly in Kindergarten, but not across Stage One due to professional learning on new curriculum reform as this was a priority. Story workshop was collaboratively established in all K-2 classrooms. Project-Based Learning was trialed in Stage 3 with the success of the Travel Expo in Term 2-3. Further PL for the continuation of Project-Based Learning in Stage 3 and establishment in Stage 2 will need to be a focus next year.

#### High Potential Gifted Education

The High Potential Gifted Education (HPGE) policy was introduced last year and will require more professional learning next year for staff. Students were exposed to several enrichment programs within the school network. Students displayed some successes in extracurricular programs such as debating, dance and sport.

#### Student Choice, Voice, Participation and Leadership

Classes begun the year establishing student voice initiatives following the department resources for K-2 and Year 3-6. Leadership procedures were established with consultation with the community, staff and parents. This document had included how the school will build leadership qualities for students in Year 2 to 6 and a change in how the school's leaders are elected for 2023.

In 2023, we will continue to build on the previous initiatives of this strategic direction and will further upskill staff in how to enrich, motivate and challenge all students in order for them to reach their potential. Tell Them From Me data indicates that more needs to be done so that students feel challenged in their English and mathematics classes, are interested in their learning and feel motivated to achieve.

### 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
By 2022, there will be an uplift of 7% of students feeling challenged in English and Mathematics as evidenced by 2020	• Tell Them From Me data indicates 37% of students feel challenged in their English and Maths classes and feel confident of their skills in these subjects demonstrating progress yet to be seen towards this school-based

baseline TTFM results	progress measure resulting in a 3% decline from 40% in 2020.
By 2024, there will be an increased proportion of students who are comparatively aligned to the NSW norms reporting improvement in interest, motivation to learn and effort as evidenced in TTFM results.	<ul style="list-style-type: none"> <li>• Tell Them From Me data indicates 76% of students try hard to succeed in their learning demonstrating progress yet to be seen towards this school-based progress measure resulting in a 5% decline in effort from 2020.</li> </ul>
By 2024, there will be an increased proportion of students who are comparatively aligned to the NSW norms reporting improvement in interest, motivation to learn and effort as evidenced in TTFM results.	<ul style="list-style-type: none"> <li>• Tell Them From Me data indicates 56% students are interested and motivated in their learning demonstrating progress yet to be seen towards this school-based progress measures resulting in a 4% decline in interest and motivation from 2020.</li> </ul>

### Strategic Direction 3: Wellbeing (Connect , Succeed , Thrive and Learn)

#### Purpose

In order to promote the wellbeing of all students, we will implement a comprehensive, evidence-based whole-school wellbeing program that empowers students to reach their full potential, providing them with opportunities to connect, succeed, thrive and learn in a supportive learning environment.

#### 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.

- Personalised Support for Student Learning
- Inclusive and respectful schools

#### Resources allocated to this strategic direction

**Per capita:** \$61,995.00

**Integration funding support:** \$168,796.00

**Low level adjustment for disability:** \$219,860.72

**Aboriginal background:** \$41,191.45

**English language proficiency:** \$46,202.64

#### Summary of progress

The intervention programs that were implemented this year have greatly enhanced the school's focus on student wellbeing supported by the on-going work of the wellbeing officer. The harvesting and analysing of whole school data at the start of 2022 clearly indicated that intervention programs needed to be continued to ensure students reach their full potential, providing them with opportunities to connect, succeed, thrive and learn in supportive learning environments.

Intervention programs such as Mini-Lit, Mini-Lit Sage, Mac-Lit and LIPI supported targeted students through withdrawing small groups of students. Post testing data reflected an upward trend in data with significant results. Throughout 2022, 48 students participated in either the MiniLit, MiniLit Sage or MaqLit programs. Two staff members trained and implemented the new MiniLit Sage, the first major revision of the MiniLit program in over 10 years. The Tier 2 small group, evidence-based program for struggling readers in Years 1 and 2 provided explicit instruction in phonemic awareness, systematic synthetic phonics for reading and spelling, letter formation, and connected text reading. Extensive pretesting early in the year provided learning support teachers with the critical information needed to select appropriate students for each program and the ideal starting point for each candidate.

Upon completion of the programs, post testing data indicated that **all** students who participated have benefited significantly. Improvement percentages range from 39% to over 900%. Evident throughout each program was the capacity for students to engage in literacy skills with a newly found level of confidence and engagement. Across K to Year 2, 15 students and 1 student in Year 3 have accessed the Phonemic Awareness LIPI program. This has been delivered in an individual or small group setting. This Phonemic Awareness and Beginning Reading programs target students experiencing difficulty with early reading concepts and retaining knowledge of sounds and high frequency words. It was delivered throughout 2022 by SLSO's and LaST in groups of 2 students, 3 days per week for approximately 20 minutes.

The wellbeing of all students has been addressed through the implementation of a whole school wellbeing program that provides our students with opportunities to connect, succeed, thrive, and learn at school. Data shows 54 students have regularly accessed the support of the wellbeing teacher on a weekly basis. Throughout 2022, students have been supported that are suffering from generalised anxiety, separation anxiety and situational anxieties. Substantial support has been given to 4 students who have presented with school refusal and systems have been set up to support them with coming into the school grounds first thing in the morning by offering them a safe space to come and work through their anxieties and talk through strategies to help them to manage their day, before joining their class.

Breakfast and morning check ins have been ongoing with 6 students as a regular routine throughout the year to ensure that they are ready to learn and manage their day. Zones of Regulation strategies have been taught with a core group of 13 students to help them gain skills to consciously regulate their actions and to assist them in increasing their control and problem-solving abilities.

#### Aboriginal Education

An Aboriginal Education Instructional Leader was employed using equity funds to meet with class teachers, Aboriginal

students and parents/carers to develop and review Individual Personalised Learning Pathways. These were reviewed each term. The Instructional Leader (IL) liaised with class teachers and the Aboriginal SLSO to provide classroom support for Aboriginal students in literacy and numeracy. Aboriginal students in Year 3 and 5 performed exceptionally well in NAPLAN. Aboriginal students in Year 3 scored 24 points above state in numeracy and 89.05 points above state in reading. In Year 5, Aboriginal students scored 24 points above state in numeracy and 40.45 points above state in reading. Several students have been identified as HPGE and were nominated for Aboriginal Education Awards. One student was successful in being awarded an excellence in mathematics award at the regional presentation in Term 4 and 2 students received awards for improved attendance.

Aboriginal cultural and histories is strongly promoted within planned units of learning and the school celebrated NAIDOC with a smoking ceremony, visiting performer and school based activities. Our First Nations students have a regular opportunity to engage in cultural activities together as part of Kanga Kids. During the course of the year, the students participated in cooking, the refurbishment of the Bush Tucker Garden, weaving, art and also attended Heartbeat through the University of Western Sydney. The school continues to collaborate with local Aboriginal artists such as Michael Fardon, members of the AECG and other notable guests to provide authentic opportunities for our students.

Whilst Currans Hill students, elected and formed a junior AECG and held school based meetings, the CoS meetings and MAK day did not go ahead again this year due to COVID disruptions. The enrolment of First Nations students continues to remain steady at approximately 9% of total enrolments. Tell Them From Me data indicates that 79% of students in Year 4 to 6 feel good about their culture when at school whilst over 90% of students believed that teachers had a good understanding of their culture.

In 2023, we will utilise our equity funds to employ an AEO 3 days per week to support students, lead cultural programs and to liaise with parents and community about relevant supports and initiatives our students can be involved in. The P&C have also supported the introduction of a new sport shirt designed by a local Aboriginal artist which will be available for all students to purchase. On the Term 2, Staff Development Day in 2023, all schools will focus on improving Aboriginal Education through planned professional learning and cultural activities.

## **Attendance**

A number of measures were implemented to address student attendance. These included the use of SMS messaging when a student is absent, fortnightly fliers in the school newsletter about the importance of regular attendance and being on time, fortnightly reviews of student attendance data with the HSLO and seesaw messages or phone calls home to parents when students are absent as well as yellow reminder slips. However, COVID has continued to impact on student attendance rates especially in semester one. In Term 4, many students are taking leave to travel interstate or overseas to see family for the first time in 3 years. SCOUT data indicates that the current attendance rate for the whole school is 88.6% with 52% attending more than 90% of the time. This is an improvement from semester one. Over 42% of students attend 80 to 90% of the time so we hope to see improvement in 2023 towards our target of 82.6% of students in Year 1 to 6 attending greater than 90% of the time.

Whilst there has been a lot of sickness observed, explanations are provided. Year 5 had the highest number of absences in both semesters. Currently, there are no students on case load but the school are closely monitoring 6 families for long term attendance concerns and working closely with external agencies to provide them with wellbeing support. In 2023, the school will implement the HERO (Here Everyday) program as well as a termly raffle for students who attend 90% or more of the time which will be drawn at our STAR assembly. In addition to this, the school will utilise the strategic attendance design process to discover, define, decide, develop and deliver attendance strategies utilising a tiered framework of support and intervention including a rigorous social media and poster campaign.

## **Inclusive and Respectful Schools**

The launch of the Inclusive, Engaging and Respectful Schools Framework was delayed until the start of Term 4. Executive led staff in professional learning on the new Student Behaviour Policy and Procedures and the Inclusive Education Policy for students with a disability and updated suspension procedures in SENTRAL. The Restrictive Practices Framework will come into effect in Term 1 2023. Due to this delay, staff have not yet had the opportunity to review all of our current behaviour support strategies particularly those in relation to meeting the needs of students with complex, challenging and unsafe behaviours. We will continue to collaborate with relevant stakeholders to update and expand our resources in line with the PBL evidence base and utilise the Behaviour Support Toolkit to further promote positive student behaviour. This will include professional learning support for teachers to guide them with classroom management strategies and utilising the Care Continuum to plan different types of intervention from prevention to intensive individual support to best meet individual student needs. A high priority will be to build strong links and work with parents and the community as it is fundamental to maintaining positive student behaviour in schools.

The PBL team will continue to analyse SENTRAL data and plan explicit units of learning that encourage pro-social behaviour for all students. They will also liaise with staff to develop a greater understanding of the factors that influence aggressive and violent behaviour for our tier 3 students including trauma, identify risk and provide support and evidence based approaches that are preventative rather than reactive.

We will also share the Inclusive Practice Hub with staff to ensure they have access to professional learning opportunities to support them with creating inclusive learning environments as well as the knowledge and skills to support students with different types of disabilities within the classroom.

### 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
By 2022, the TTFM survey data shows an uplift of 4.5% of students presenting with positive wellbeing (sense of belonging, advocacy and high expectations) when compared to 2020 baseline data.	<ul style="list-style-type: none"> <li>• Tell Them From Me data shows <b>no change</b> of reported positive wellbeing, including <b>zero increase</b> in advocacy at school, (advocacy in 2020, 7.4) . <b>No change of</b> sense of belonging (sense of belonging in 2020 also 61% ) and expectations for success down 0.3 from 8.0 in 2020 (expectations for success at 7.7) which resulted in a decrease.</li> </ul>
By 2022, there will be an increase in the percentage of students attending greater than 90% of the time by 5% in line with system negotiated targets.	<ul style="list-style-type: none"> <li>• The number of students attending greater than 90% of the time or more has decreased by 15.7%.</li> <li>• In 2020, 68.7% of students were attending greater than 90% of the time.</li> <li>• In 2022, this has dropped to 53% which is comparable with state at 52.8% and SSG at 49.8% as a result of the impact of COVID.</li> </ul>
By 2024, there will be a progression from sustaining and growing to excelling in the Learning Domain - Wellbeing element as measured by the School Excellence Framework.	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the theme of wellbeing to be delivering.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$168,796.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Currans Hill Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Support for Student Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Integration funding support helps schools to provide adjustments for students with disability in mainstream classes who have moderate to high learning and support needs as defined by the Department's Disability criteria.</li> <li>• All funds expended on the employment of School Learning and Support Officers (SLSO's) to support 6 identified students.</li> <li>• SLSO's collaborate with LST and classroom teachers to support the achievement of the student's identified goals within their Individual Education Plan (IEP). This includes ensuring the students have additional resources they may require to be able to access the curriculum and to provide adjustments at point of need.</li> <li>• The SLSO's to provide support to ensure identified students can successfully access learning opportunities and school experiences.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student data and reflections along with information provided at the annual review meetings indicate that all students showed noticeable growth both academically and socially throughout the year however, they continue to require extensive support within the mainstream setting to meet stage appropriate outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, we have only 4 students receiving integration funding support although additional applications are pending. SLSO support will be utilised to provide academic and social support throughout the year in line with each students IEP.</p>
<p>Socio-economic background</p> <p>\$236,005.93</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Currans Hill Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching based on quality assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Flexible funds to be expended on the employment of a wellbeing teacher 0.6FTE to support the LST and School Counsellor with the implementation of effective wellbeing practices across the school to maximise student engagement, promote pro-social behaviours and motivate all students to continually learn.</li> <li>• Wellbeing teacher to liaise with allied health providers, DoE personnel and parents/carers to provide targeted interventions and differentiated wellbeing programs for identified students at risk so that they can develop safe, respectful and supportive relationships with others.</li> <li>• Funds used to employ additional SLSO time to support students with identified needs in Kindergarten to Year 6.</li> <li>• Additional staffing to make 1.0FTE for RFF, QTSS allocation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> During 2022, 54 students regularly accessed the support of the wellbeing</p>

<p>Socio-economic background</p> <p>\$236,005.93</p>	<p>teacher on a weekly basis. These children presented with generalised anxiety, separation anxiety and situational anxieties. Substantial support has been given to 4 students who have presented with school refusal and systems have been set up to support them with coming into the school grounds first thing in the morning by offering them a safe space to come and work through their anxieties and talk through strategies to help them to manage their day, before joining their class. Breakfast and morning check ins have been ongoing with 6 students as a regular routine throughout the year to ensure that they are ready to learn and manage their day. Zones of Regulation strategies have been taught with a core group of 13 students to help them gain skills to consciously regulate their actions and to assist them in increasing their control and problem-solving abilities. The wellbeing teacher supported the sensory and self-regulation needs of all students through the implementation of calm down spaces in all classrooms, mindfulness and PBL lessons. Teachers have had assistance in establishing and maintaining routines and a calm classroom by setting up calm down spaces in each room, supporting students with visual timetables, sensory equipment, and brain breaks based on the Berry Street model. This provides our students with a safe space in the classroom to put taught regulation and calming strategies and have the chance to put them into practice leading to improved focus and a less reactive response when things don't go to plan.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, funds will be used to employ a wellbeing officer 0.7FTE. Additional funds will be used to employed the APCI for an additional 0.2FTE to increase allocation to 0.4FTE. Funds will also be spent on additional staffing entitlement to make full time positions including QTTS, RFF, primary part time teacher and EALD teacher. In addition to this, as part of the new curriculum reform all teachers have been allocated additional RFF to support the implementation of the English and Mathematics syllabus which has been funded out of the socio-economic background allocation.</p>
<p>Aboriginal background</p> <p>\$41,191.45</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Currans Hill 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Support for Student Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• An Aboriginal Education Instructional Leader employed using equity funds to meet with class teachers and Aboriginal students, parents/carers to develop and review Individual Personalised Learning Pathways. These are to be reviewed each term. The IL liaised with class teachers and the Aboriginal SLSO to provide classroom support for Aboriginal students in literacy and numeracy.</li> <li>• Aboriginal cultural and histories to be strongly promoted within planned units of learning and resources promoted through the library.</li> <li>• The school will celebrate NAIDOC with a smoking ceremony, visiting performer and school based activities.</li> <li>• Our First Nations students will have a regular opportunity to engage in cultural activities together as part of Kanga Kids. During the course of the year, the students will participate in cooking, the refurbishment of the Bush Tucker Garden, weaving, art and also attend Heartbeat through the University of Western Sydney.</li> <li>• The school will continue to collaborate with local Aboriginal artists such as Michael Fardon, members of the AECG and other notable guests to provide authentic opportunities for our students.</li> <li>• Currans Hill students, will elect and form a junior AECG and hold school based meetings, CoS meetings and MAK day.</li> <li>• Nominate Aboriginal students for awards and participation in regional</li> </ul>



<p>Aboriginal background</p> <p>\$41,191.45</p>	<p>events such as Yarn Up.</p> <p><b>The allocation of this funding has resulted in the following impact:</b>          Aboriginal students in Year 3 and 5 performed exceptionally well in NAPLAN. Aboriginal students in Year 3 scored 24 points above state in numeracy and 89.05 points above state in reading. In Year 5, Aboriginal students scored 24 points above state in numeracy and 40.45 points above state in reading. Several students have been identified as HPGE and were nominated for Aboriginal Education Awards. One student was successful in being awarded an excellence in mathematics award at the regional presentation in Term 4 and two students received awards for improved attendance. The CoS meetings and MAK day did not go ahead again this year due to COVID disruptions. The enrolment of First Nations students continues to remain steady at approximately 9% of total enrolments. Tell Them From Me data indicates that 79% of students in Year 4 to 6 feel good about their culture when at school whilst over 90% of students believed that teachers had a good understanding of their culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          In 2023, we will utilise our equity funds to employ an AEO 3 days per week to support students, lead cultural programs and to liaise with parents and community about relevant supports and initiatives our students can be involved in. The P&amp;C have also supported the introduction of a new sport shirt designed by a local Aboriginal artist which will be available for all students to purchase. On the Term 2 staff development day in 2023, all schools will focus on improving Aboriginal Education through planned professional learning and cultural activities on country.</p>
<p>English language proficiency</p> <p>\$46,202.64</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Currans Hill Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Support for Student Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• EALD Teacher employed 0.6FTE to support students with a language background other than English.</li> <li>• Identifying EALD students, assessing their English language proficiency and prioritising their need for EALD support.</li> <li>• Providing advice on appropriate modes of delivery for the school's EALD support strategy, based on identified EALD needs.</li> <li>• Planning and teaching EALD programs to meet the English language needs of EALD students using principles and practices of EALD differentiation, assessing, monitoring and reporting on EALD students' (who receive significant or direct support) English language learning progress with reference to the ESL Scales and the EALD Learning Progression.</li> <li>• Working collaboratively with class teachers to develop programs, practices and resources which support the English language and literacy learning of EALD students across curriculum areas.</li> <li>• Assisting in maintaining accurate and complete EALD student data in ERN, and providing advice, professional support and leadership to school executive and other teachers on principles and practices of second language acquisition, and differentiation, to support English language learning for EALD students.</li> <li>• EALD Teacher to liaise with parents/carers about students progress and provide feedback to teachers on learning progressions and enter data into ALAN.</li> <li>• EALD teacher to promote cultural days of significance including Harmony Day, Universal Children's Day.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          In addition to the newly arrived student, the EALD teacher supported Kindergarten to Year 2 students with beginning or emerging English. The EALD Teacher was able to use student data from check-in assessments to analyse and evaluate student understanding of content, identifying</p>

<p>English language proficiency</p> <p>\$46,202.64</p>	<p>interventions and modifying teaching practice. The EALD teacher provided timely, effective and appropriate feedback to students about their achievement relative to their learning goals and consulted regularly with staff about practices and resources to support EALD students across the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, Currans Hills Public School have been allocated 0.2FTE English Language Proficiency entitlement and a temporary teacher has been employed one day per week in addition to the 3 days English Language Proficiency flexible allocation. The EALD teacher who is new to the role has began completing the EALD modules in addition to her Learning and Support role.</p>
<p>Low level adjustment for disability</p> <p>\$219,860.72</p>	<p>Low level adjustment for disability equity loading provides support for students at Currans Hill Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Support for Student Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Funds utilised to employ 1.4FTE learning and support staff.</li> <li>• LaST to complete training in Minilit SAGE and new English and Mathematics syllabus K to 2.</li> <li>• LaST to analyse ALAN and school based data and to identify and prioritise student support needs.</li> <li>• LaST to provide advice on appropriate modes of delivery for identified students and work collaboratively with class teachers to develop programs, practices and resources which support literacy and numeracy development of students across all curriculum areas through differentiation, flexible groupings and Individual Education Plans at point of need.</li> <li>• LaST to complete and maintain accurate student data for feedback to staff and reporting to parents.</li> <li>• LaST to report to Learning and Support Team and providing advice, professional support and leadership to school executive and other teachers on principles and practices on quality differentiated instruction and differentiation and appropriate resources and programs to support learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> School Learning and Support Officers in collaboration with Learning and Support Teachers provided intervention programs such as Mini-Lit, Mini-Lit Sage, Mac-Lit and LIPI supporting targeted students through withdrawing small groups of students. Post testing data reflected an upward trend in data with significant results. Throughout 2022, 48 students participated in either the MiniLit, MiniLit Sage or MaqLit programs. Two staff members trained and implemented the new MiniLit Sage, the first major revision of the MiniLit program in over 10 years. The Tier 2 small group, evidence-based program for struggling readers in Years 1 and 2 provided explicit instruction in phonemic awareness, systematic synthetic phonics for reading and spelling, letter formation, and connected text reading.</p> <p>Extensive pre testing early in the year provided learning support teachers with the critical information needed to select appropriate students for each program and the ideal starting point for each candidate. Upon completion of the programs, post testing data indicated that all students who participated have benefited significantly. Improvement percentages range from 39% to over 900%. Evident throughout each program was the capacity for students to engage in literacy skills with a newly found level of confidence and engagement. Fifteen students across K to Year 2 and 1 in Year 3, have accessed the Phonemic Awareness LIPI program. This has been delivered in an individual or small group settings. This phonemic awareness and beginning reading program targets students experiencing difficulty with early reading concepts and retaining knowledge of sounds and high frequency</p>

<p>Low level adjustment for disability</p> <p>\$219,860.72</p>	<p>words. It was delivered throughout 2022 by SLSO's and LaST in groups of 2 students, 3 days per week for approximately 20 mins.</p> <p>SLSO's provided invaluable playground and wellbeing support and assisted with Lunch Club and school based planned activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, SLSO's will train in Quick Maths and Language Lift; an oral language program to support students with compromised language comprehension.</p>
<p>Professional learning</p> <p>\$37,696.43</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 Currans Hill Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching based on quality assessment</li> <li>• Data driven practices through collaboration</li> <li>• Inquiry learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employ Deputy Principal Instructional Leader (DPIL) to lead professional learning in new curriculum reform. Staff to complete intensive professional learning on new English and Mathematics syllabus K-2 along with Science of Reading model and LESRA (Maths).</li> <li>• All Staff to complete professional learning on new Inclusive and Respectful Schools Policy.</li> <li>• QTSS time to be utilised for stage leaders and teams to work collaboratively with DPIL to analyse school data and identify an area of focus. Teams then review current pedagogy and practice in this area and develop a program along with pre and post assessment tasks to determine student growth and attainment.</li> <li>• Stage leaders and senior executive observe class practice, provide feedback and then determine next steps in line with school targets.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> To ensure staff had enough time to unpack each learning module, staff meetings were held fortnightly rather than weekly. Whole school professional learning was held in reading and numeracy and protocols were established for what a quality session in each subject would look like within the classroom for each stage. The DPIL continued to mentor stage leaders to ensure they were able to support their team with the acquisition of new knowledge and skills in relation to the new syllabus documents. There was regular data collaboration, timetabled joint planning and opportunities for staff to develop and refine their teaching and learning programs in relation to the introduction of new pedagogy and resources such as decodable texts. Timetabled support was provided for staff in addition to lesson observation feedback and coaching to improve their teaching practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The inability to employ casuals did impact on this initiative so in 2023 we will be utilising RFF staff and the allocation of additional curriculum reform professional learning time to run stage collaboration sessions. The DP and newly appointed Assistant Principal Curriculum and Instruction (APCI) will continue to lead data talk and implement the trial units of learning and reviewed scope and sequences to ensure consistency of practice Kindergarten to Year 6.</p>
<p>Literacy and numeracy</p> <p>\$13,717.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Currans Hill Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Literacy and numeracy</p> <p>\$13,717.48</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching based on quality assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• DPIL in consultation with the Strategic Direction 1 team and English and Mathematics committees purchased decodable readers, quality texts and maths resources to support the implementation of the new syllabus.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> After investigating many options, the school is well resourced to support the implementation of the new syllabus. The resources have been accessioned and shared across Kindergarten to Year 6. Students have also been able to access an online decodable reading platform and staff are using these resources to plan units of learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, additional decodable readers, quality texts and maths resources will be purchased inline with the content requirements of Strategic Direction 1 and English and Mathematics committees to implement the new syllabus.</p>
<p>QTSS release</p> <p>\$109,634.63</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Currans Hill Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices through collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• The quality teaching, successful students (QTSS) staffing allocation is provided to improve teaching quality and enhance professional practice in schools.</li> <li>• QTSS time to be utilised for stage leaders and teams to work collaboratively with DPIL to analyse school data and identify an area of focus. Teams then review current pedagogy and practice in this area and develop a program along with pre and post assessment tasks to determine student growth and attainment and learn from each other through observation and discussion.</li> <li>• QTSS time to provide teacher release to support new curriculum implementation.</li> <li>• DPIL to provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.</li> <li>• DPIL to lead staff in strengthening quality teaching practices through the analysis of student data to drive ongoing, schoolwide improvement in teaching practice and student results.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The DPIL was able to effectively align professional learning in current pedagogy related to the implementation of the new syllabus documents with the provision of QTSS time for executive staff and classroom teachers. As a result, there was a systematic and school wide approach to collecting data using new DoE assessments from the Learning Hub and then planning teaching and learning programs in response to the data analysis. Whilst significant progress was made, the program was often disrupted due to COVID and the lack of available casual staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the model will be revised to utilise existing RFF staff to release teams twice a term to work in collaboration with the DP and APCI.</p>
<p>Literacy and numeracy intervention</p> <p>\$96,533.64</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Currans Hill Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$96,533.64</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching based on quality assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Teacher mentor appointed to work with identified teachers to establish effective classroom practices in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Unfortunately, due to COVID disruptions and the lack of available casuals, the opportunity to provide in class support to staff by the teacher mentor was compromised. Despite this, staff found the support invaluable and the mentor teacher was able to share many effective resources with identified staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, literacy and numeracy funds will no longer be allocated to schools. The appointment of an Assistant Principal Curriculum and Instruction will replace this allocation.</p>
<p>COVID ILSP</p> <p>\$258,347.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employ additional staff to implement COVID learning support groups.</li> <li>• Analyse data to target student support groups.</li> <li>• Conduct pre and post assessments to measure growth and record in PLAN 2.</li> <li>• Complete professional learning courses through DoE.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> During 2022, 2 full time and one part time teacher was employed to implement the COVID Instructional Leader program. All 3 staff members engaged in High Impact Professional Learning, completing the DoE online modules to ensure they were compliant with the DoE's guidelines regarding data accountability, the tuition cycle and the implementation of highly effective teaching strategies to improve literacy and numeracy outcomes for students. Over the course of the year, over 220 students received intensive small group tuition. Students were identified as a result of a rigorous assessment procedure and then grouped according to need. Teachers used data to plan and embed quality teaching practices into their teaching. Differentiated support was provided at point of need in literacy and numeracy at least 3 times per week for 45 mins to an hour for each session. Student learning outcomes were tracked through the collection and analysis of assessment data in PLAN 2. Teacher observations and work samples were also shared with class teachers to inform future tuition cycles. The COVID Instructional Leader team participated in weekly MS TEAMS sessions with the DoE and also participated in executive professional learning on current practice and pedagogy in literacy and mathematics. Analysing data from check-in assessments, PLAN2 data, literacy and numeracy progressions and syllabus, internal assessments including past NAPLAN assessments, essential assessments and pre and post student work samples; it is evident that we have seen student growth in the areas of literacy and numeracy as well as significant improvement in engagement and confidence. Analysis of the data showed that small group tuition has been implemented well in literacy for students in both Stage 2 and Stage 3. An analysis of literacy data of Stage 2 COVID ILSP students indicates 94% of students in semester 2 achieved growth, with over 60% of those students</p>



<p>COVID ILSP</p> <p>\$258,347.00</p>	<p>making gains of between 10 to 30%. In Year 3, 56% of students made growth between 10 to 20% and a further 14% made growth of between 20 to 25%.</p> <p>In Year 4, 53% of students made growth of between 10 to 20% with a further 10% of students showing evidence of growth between 20 to 30%.</p> <p>PAT data was viewed for Year 4, however due to issues with the licence, Year 3 PAT data was unavailable for analysis. Year 4 PAT data shows 69% of students in COVID ILSP groups made growth in comprehension. 30% of these students made between 5 to 15% growth, 30% made growth of 15 to 20% and 40% made growth of 20 to 50%. An analysis of literacy data of Stage 3 COVID ILSP students indicates 92% of students achieved growth, with over 70% of those students making gains of between 10 to 30%.</p> <p>Analysis of the data showed that small group tuition has been implemented well in numeracy for students in Stage 3. It is important to note that only a small area of focus (fractions, decimal and percentages) was explicitly taught.</p> <p>An analysis of numeracy of Stage 3 COVID ILSP students indicates 90% of students achieved growth in the areas explicitly taught. With 70% of the students having reached their personal learning goals based on the numeracy progressions. 18% of students have made some progress but will require additional support, particularly in the area of application of multiplicative strategies. As a direct result of the consistent, targeted intervention, students and teachers are reporting increasing engagement both in small group tuition and upon return to the classroom.</p> <p>Analysis of professional learning shows staff have found the COVID ILSP modules effective in developing their understanding of and capacity to deliver effective small group tuition. Of particular note were the following modules: additive and multiplicative strategies for small group tuition; literacy and numeracy series - observing and recording student progress for the COVID ILSP using PLAN2 and Ignite series - using PLAN2 reports to monitor COVID ILSP student progress.</p> <p>Unfortunately, the implementation of the program was disrupted and at times postponed due to COVID Instructional Leader staff having to cover classes for extended periods as a result of COVID. Significant student absences particularly during semester one also impacted on the delivery of the program.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>In 2023, the school COVID Instructional Leader allocation has been reduced to one position. The COVID Instructional Leader teacher will continue to collaborate with staff and the Learning and Support Team to implement tailored support for identified students. Data from check-in assessments, PLAN 2 data, the progressions &amp; syllabus, internal assessments including past NAPLAN assessments, essential assessments and pre and post student work samples will be analysed and groups formed accordingly to address gaps in literacy and numeracy.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	289	272	272	263
Girls	289	263	267	245

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.0	92.5	93.0	86.3
1	95.4	93.9	91.7	86.5
2	94.7	94.1	92.8	86.4
3	94.7	91.4	92.0	86.6
4	95.2	91.9	91.5	87.0
5	95.2	89.8	91.7	82.4
6	93.6	93.6	89.8	83.1
All Years	94.8	92.5	91.8	85.4
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

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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)	5
Classroom Teacher(s)	19.85
Literacy and Numeracy Intervent	0.84
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.96

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	419,722
<b>Revenue</b>	6,164,953
Appropriation	5,934,294
Sale of Goods and Services	22,140
Grants and contributions	202,515
Investment income	5,904
Other revenue	100
<b>Expenses</b>	-5,848,106
Employee related	-5,248,081
Operating expenses	-600,025
<b>Surplus / deficit for the year</b>	316,847
<b>Closing Balance</b>	736,569

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	168,796
<b>Equity Total</b>	543,261
Equity - Aboriginal	41,191
Equity - Socio-economic	236,006
Equity - Language	46,203
Equity - Disability	219,861
<b>Base Total</b>	4,328,937
Base - Per Capita	142,931
Base - Location	0
Base - Other	4,186,006
<b>Other Total</b>	484,242
<b>Grand Total</b>	5,525,235

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](https://myschool.edu.au) to access the school data.

### Parent/caregiver satisfaction.

The Tell Them From Me survey data, collected in December 2022 indicates that parents feel welcome when they visit the school and are well informed about school activities. Parents report that the school's administrative staff are helpful and approachable when they have a question or problem and reports on their child's progress is written in terms that are understood. Parents felt that they had ongoing opportunities to talk to their child's teacher about their learning and / or behaviour and that teachers had high expectations for their child to succeed. Parents felt that their children were clear about the rules for school behaviour and felt safe to go to and from school but that behaviour issues could sometimes be dealt with in a more timely manner. According to survey data, parents feel that teachers understand the individual learning needs of students but that more support could be provided for students who require specialist assistance when required. A large percentage of parents believe that school is well maintained and resourced. Parents continue to praise and encourage their children to do well at school.

### Student satisfaction

The Tell Them From Me survey indicates that students have a very good understanding of the behaviours expected of them at school and that their teachers set clear goals for learning and provide relevant feedback. Greater than 85% of students were proud of their school and always aimed to do their best. Over 90% of students participated in school sports on a regular basis and had friends at school they can trust and who encouraged them to make positive choices. A large majority of students highly valued school and tried hard to succeed in their learning however some students indicated that they found it difficult to maintain interest and motivation in their learning post COVID disruptions and did not always find the learning relevant to their everyday lives.

### Teacher satisfaction

The Tell Them From Me survey indicates that teachers have a clear understanding of the school's strategic vision and are satisfied with the way the school is using data to inform practice with staff registering results greater than the current NSW Government Norm of 7.8 compared with Currans Hill at 8.3. The teachers feel that the teaching strategies and learning culture of the school is positively impacting on student outcomes and engagement and that the school has planned learning opportunities for staff to improve their practice. Staff believe that there are clear expectations for student behaviour and that they are developing the skills required to support students with special needs. In the future, teachers indicate that they would like increased feedback on their practice and to be able to involve more parents and community members in learning opportunities. All staff indicated that they were aware of the new syllabuses as part of the NSW Curriculum Reform and felt that the school was well placed to implement curriculum change.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.