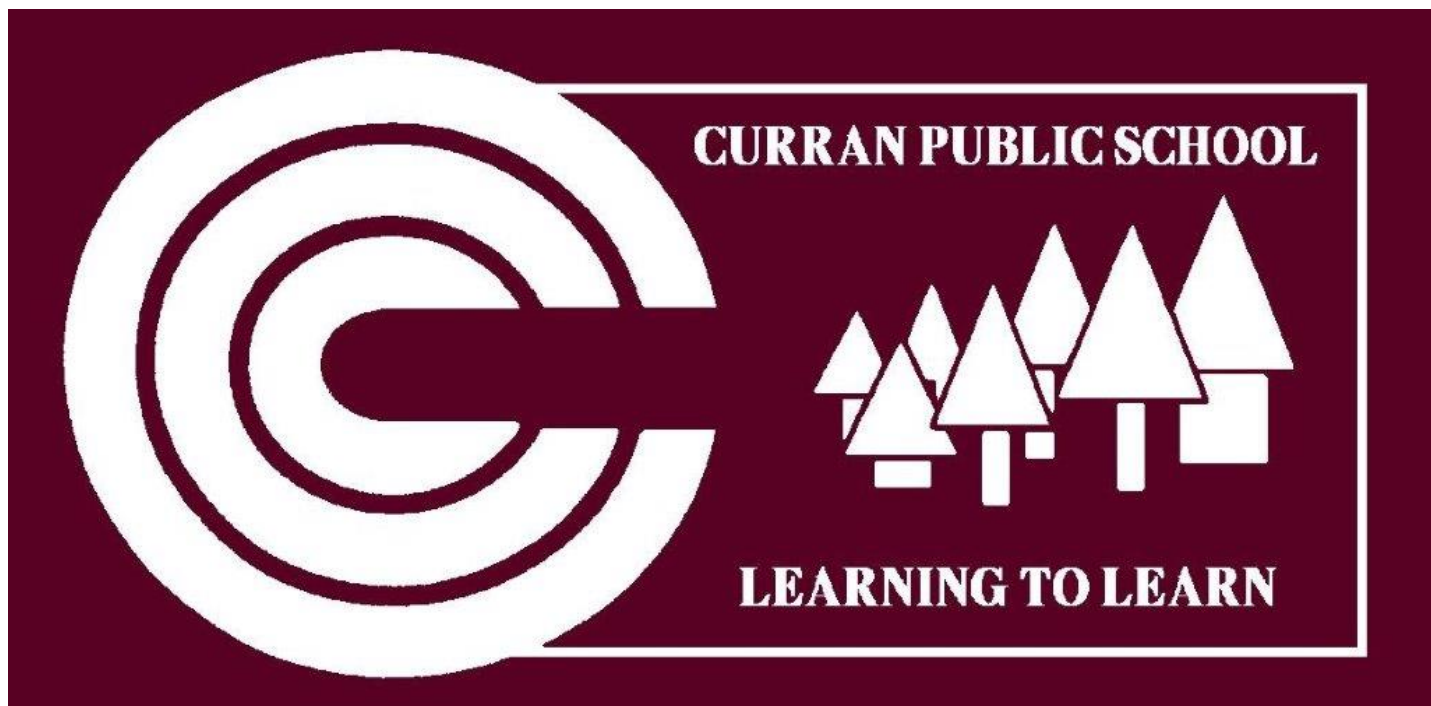


2023 Annual Report

Curran Public School



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Introduction

The Annual Report for 2023 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 292 students and celebrates our multicultural diversity. We nurture our emerging Elders, as our Aboriginal students represent our largest cultural group at 23%. 48.6% 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, Community Cafe and Kitchen Garden. Curran Public School has a strong focus on Literacy and Numeracy, Aboriginal Education, 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	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	Excelling
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

English language proficiency

QTSS release

New Arrivals Program

Low level adjustment for disability

AP Curriculum & Instruction

Summary of progress

Consistent Challenge for Every Student

Evidence of Activity:

Teachers participated in extensive professional learning delivered by the Deputy Principal Curriculum and the Assistant Principals' Curriculum and Instruction (APCI) to support effective teaching of reading, drawn from the most current evidence base. This connected with the current curriculum reform and the implementation of the English Syllabus K-6. This was achieved through a structured approach to professional learning, instructional coaching from the Assistant Principals Curriculum and Instruction and planned collaboration time that interrogated data and shaped pedagogy for all teaching staff. This model was embedded in school organisation and sustained through fortnightly collaboration sessions.

Professional learning opportunities were extended to the School Learning Support Officer (SLSO) team, building understanding around reading instruction and supporting these staff to work effectively with small groups and individual students.

The school purchased more decodable readers, extending our collection to include decodable informative texts, decodable texts for older readers, digital texts and a platform that is accessible at both school and home for students to engage in home reading. Teachers were further supported by the APCIs to effectively implement the use of decodables into classroom practice.

Scope and sequences were further refined to reflect the directions of the curriculum reform, teachers were supported to use them to design explicit, systematic, and sequential teaching and learning programs.

Evidence of Process Quality:

Teachers built awareness and understanding of the place of decodable readers in reading instruction, evidenced by their use in classrooms K-6. Teachers utilised their knowledge of how students learn to read through the design of teaching and learning that addresses each component of reading, which can be seen in their classroom programs.

Teaching and learning programs demonstrated explicit teaching and opportunities for mastery in taught concepts across all components of reading.

APCIs engaged in coaching and mentoring across the school. Through co-planning, co-teaching and co-reflecting on teaching and learning. This was further supported by professional learning for middle leadership, building their capacity to lead their teams through quality instructional leadership.

Throughout the year, the Learning and Support team mapped that 100% of students from Year 1 through to Year 6

received intervention. This included speech intervention, small group and individual interventions supporting reading acquisition.

Evidence of Impact:

In 2023, the school saw a 3.2% increase in overall reading achievement, measured by the Year 5 Check In Assessment. This was further strengthened by an improvement of 3.6% in comprehension, 11.1% in reading processes and 13% in vocabulary. Year 4 saw an improvement of 7.5% in overall reading achievement, as indicated by the Check In Assessment. This was further strengthened by an improvement of 8% in comprehension, 5.5% in vocabulary and 9% in reading processes. From 2022 to 2023, there was an 8% increase in the Year 1 Phonics Screener, indicating that students are developing stronger foundational reading skills as a result of teachers strengthening their understanding of the reading process. The school also saw an increase in scaled reading scores as evidenced in PAT assessment from 2022 to 2023, showing improvement in reading across Year 1 to Year 6. This data reflects an improved understanding of effective reading instruction, utilising the teaching and learning cycle to design differentiated, data driven and responsive instruction.

Effective Feedback for Mastery

Evidence of Activity:

Effective and explicit feedback was a focus for staff and students this year. Teachers engaged in processes that supported the co-construction of learning intentions and success criteria in reading, which in turn informed explicit feedback to improve learning for students. This was also strengthened by stage teams working collaboratively through the teaching and learning cycle to design sequences of learning that were explicit, differentiated and focused on building mastery of reading.

Evidence of Process Quality:

All staff participated in fortnightly collaboration sessions focused on designing data informed teaching and learning sequences through the Research in Practice (RiP) sessions. During this time, teams created co-constructed learning intentions and success criteria which drove the delivery of explicit feedback linked to learning.

Evidence of Impact:

Data collected from the Tell Them From Me teacher survey shows an increase in the mean score from 6.8 to 7.5 in the domain of quality feedback. This score exceeds the NSW government norm in this area. Tell Them from Me Data indicated that teachers identified that they provided feedback on student's work that brings them closer to achieving their learning goals. The school's mean score of 8.0 exceeds the NSW Government norm in this area. 97% of teachers report that their delivery of feedback for mastery in learning is effective.

Implications for Future Direction:

A future focus for the school will be to continue to support school structures to strengthen data driven practice, effective pedagogies, and the use of feedback to improve learning. Learning Walks will continue to be an integral part of the improvement process, driving point of need professional learning and supporting a strengthened practice, providing relevant, explicit, ongoing and actionable 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. From listening to feedback from teachers, the school will use a hub model to reduce class sizes for the English block in Stages 1 and 2. Assistant Principals will select students from across the grade, delivering explicit teaching and learning in English with the focus on reducing class sizes and effectively differentiating the instruction to improve student outcomes.

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 Check-In assessment mean scaled score for Reading in Year 3 and 5 for 2023 when compared with Year 3 and Year 5 in 2022. An increased proportion of students in Year 1 demonstrate reading growth 	<p>Check in data indicates that in reading, Year 3 students showed a decrease in the mean scaled score of 0.6% from 2022 to 2023.</p> <p>Check in data indicates that in reading, Year 5 students showed an increase in the mean scaled score of 2.1% from 2022 to 2023.</p> <p>The Year 1 Phonics Screener indicates an 8% increase from 2022 to 2023.</p>

<p>compared to 2022 as measured by the Year 1 Phonics Screener.</p> <ul style="list-style-type: none"> • An increased proportion of students in Year 3 and 5 demonstrate improved reading scores compared to 2021 and 2022 cohorts as measured by PAT. 	<p>The PAT assessment from 2022 to 2023, indicates improvement in scaled reading scores across Year 1 to Year 6. PAT Reading Assessment indicates that 72% of students made expected growth, with 43% of those students exceeding 1 years growth.</p>
<ul style="list-style-type: none"> • An increase in the Check-In assessment mean scaled score for Numeracy in Year 3 and 5 for 2023 when compared with Year 3 and Year 5 in 2022. • An increased proportion of students in Year 3 and 5 demonstrate improved numeracy scores compared to 2021 and 2022 cohorts as measured by PAT. 	<p>Check in data indicates that in numeracy, Year 3 students showed an increase in the mean scaled score of 7.4% from 2022 to 2023.</p> <p>Check in data indicates that in numeracy, Year 5 students showed an increase in the mean scaled score of 7.9% from 2022 to 2023.</p> <p>The PAT assessment from 2022 to 2023, indicates improvement in scaled numeracy scores across Year 1 to Year 6. PAT Mathematics Assessment data indicates that 73% of students made expected growth, with 32% of those students exceeding 1 years growth.</p>
<p>Sustaining and Growing in the themes of 'Feedback' and 'Explicit Teaching' within the 'Effective Classroom Practice' element in the School Excellence Framework (SEF).</p>	<p>In 2023 the staff undertook the SEF SaS and determined that in the area of Classroom Practice- Feedback, the school was delivering. In the area of Explicit Teaching, staff determined the school was at sustaining and growing.</p>

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

Professional learning

QTSS release

Socio-economic background

Summary of progress

Learning Dispositions

Evidence of Activity:

Curran Public School has formed a partnership with The 4 C's Transformative Learning team to build the capacity of our teachers to implement evidence-informed processes and practices to teach the learning dispositions. Initially the Leaders of Learners (LOL) group was formed after an expression of interest process. The LOL group consists of 5 classroom teachers and 2 members of the executive team. The focus of the LOL group in Semester One was to provide professional learning and build the capacity of the teachers in the group. The LOL group met 10 times in Semester Two and have undertaken professional learning with the 4C's Transformative Learning Team. The professional learning focused on 'The Learning Disposition Wheel' underpinned by Self-Determination theory. The Learning Disposition Wheel has been particularly useful in establishing common language and a shared understanding of learning strengths and challenges.

Evidence of Process Quality:

The LOL focus group of teachers reflected on the impact of their professional learning and 80% of these teachers rated themselves with a solid understanding of the 4C's processes and the Learning Disposition Wheel. The teachers felt that the students in their classes were able "to identify dispositions and deepen their understanding of self through dialogue directed at metacognition" and there was an "increased use of language and positive interactions has increased since commencing using the Learning Disposition Wheel". These reflections directly correlate with the data collected from students when they are able to self-identify their learning dispositions.

Evidence of Impact:

Learning Disposition data for Semester One reports students from the focus classes indicated that the best performing disposition was 'Flexible Thinking', with 56% consistently or usually displaying this disposition. The area for improvement was 'Problem Solving' with 76% of students rarely or only sometimes displaying this. The order from best performing through to least used learning dispositions was; Flexible Thinking (56%), Motivation (52%), Metacognition (38%), Persistence (33%) and Problem Solving (25%). Comparatively in Semester Two school reports, the dispositions most students demonstrated was Persistence (81%). This was a significant shift from Semester One, with an increase of 48% of students consistently or usually displaying this disposition. In Semester Two, the order from most performed to least performed was Persistence (81%), Motivation (80%), Flexible Thinking (68%), Problem Solving (59%) and Metacognition (52%). These changes may be attributed to the focus group of teachers professional learning on Learning Dispositions and implementing a range of processes to build students capabilities in the various Learning Dispositions. Teachers reflected on the impact of the professional learning stating:

"I had an awareness but little to no knowledge of the 4C's prior to my start in the LOL group. Through these regular meetings I feel I have a comprehensive understanding of the 4C's, effective processes and the power of the Learning Dispositions Wheel."

"I understand how students have different strengths and skills. It has allowed me to link disciplines and skills to evaluate a situation at a greater depth and explore a greater range of solutions".

Applied Learning Approach

Evidence of Activity:

Curran Public School participated in the STEM Enrichment Academy, facilitated by the University of Sydney, to build the capacity and expertise of teaching staff to use Design Thinking and Applied Learning in their pedagogical approaches. The teachers involved consisted of Stage 2 teachers and the Assistant Principal for Stage 2. The high impact professional learning consisted of five face to face sessions, held at the University of Sydney, and two online sessions. This partnership provided the school's teachers with the opportunity to collaborate with the university and other primary schools involved in the academy to plan for and deliver quality opportunities for Stage 2 students to participate in level 1, 2 and 3 STEM activities and build on their 21st century learning skills of collaboration, communication, creativity and critical thinking.

Evidence of Process Quality:

Teachers involved in the STEM Enrichment Academy, indicated that the professional learning they received provided them with the necessary skills to plan for and deliver lessons that utilised an Applied Learning approach. The teachers also expressed that their level of confidence and understanding of how to teach with an Applied Learning approach across the curriculum had improved significantly. Stage 2 teachers were confident in taking their professional learning and transferring it into high quality lessons immediately. During stage meetings and the two online sessions, teachers were able to reflect on the taught lessons and collaborate for future growth and development of students skills.

Evidence of Impact:

There was clear evidence to indicate that teachers and students both benefited from the participation in the University of Sydney STEM Enrichment Academy. A comparison of pre and post data collected indicates that 100% of staff involved had grown in their confidence and understanding of Applied Learning across the curriculum, shifting from not confident to very confident in their abilities to plan for and teach level 1, 2 and 3 STEM lessons. This data was further supported by a school developed survey that indicated all staff have developed a greater understanding of Applied Learning with 100% of staff having a good understanding of Applied Learning in 2023, compared to 32% in 2022. Student survey data indicates, students who participated in the STEM Enrichment Academy responded more positively to the connection between their school work and real life. On average students who participated showed a 25% increase in their positive responses to their learning being connected to real life problems, learning helping them in life and learning providing them with problem solving skills for real life problems.

Implications for Future Directions:

Overall data indicates the continued need for learning experiences that are motivating and that require problem solving with an explicit focus on metacognition. Learning dispositions need to be explicitly shared with students within a culture of feedback. Continued partnership with the 4Cs Transformative Practices team will build the capacity of teachers in the LOL team to become the leaders of their stage teams. Each stage will select one staff member to broaden the focus group of classes through a gradual release model in 2024, however, not widening to the whole school. Professional learning to continue in 2024 with members of the LOL group to have a full day of learning per term, and to also broaden our connections with other 4Cs schools, including Hoxton Park PS and Gregory Hills PS.

A review of student reporting will occur to reflect the Learning Disposition Wheel from the 4Cs in the Attitudes - Learning Dispositions section in the written student reports. This will ensure consistency between the teaching and learning of the learning dispositions in classrooms and the information reported to students' families.

In 2024, the 4Cs processes will be aligned with Aboriginal pedagogies. The team will co-develop a pedagogical model based on the local communities voice and beliefs on how students' learn best in a culturally responsive way.

Overall data for applied learning indicates that as a whole school our teachers have developed a greater understanding of how plan and implement teaching and learning programs that utilise an Applied Learning approach. Building on the strengths developed in 2023, the school will extended opportunities for staff and students to participate in organised events across the year. The school will apply to participate in events such as, the NSW Department of Education Game Changer program and the Australian eSports League Minecraft Schools program. These opportunities will allow teachers to continue to build their capacity to lead applied learning programs across the curriculum and provide students with authentic opportunities to engage in numeracy and literacy through real world challenges.

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. 	<ul style="list-style-type: none"> • In Semester Two school reports, the 'Disposition' students in our focus classes identified with was Persistence (81%). This is a significant shift from Semester One reporting with an increase of 48% of students consistently or usually displaying this disposition. • The focus group of teachers reflected on the impact of professional learning with 80% of these teachers rating themselves with a strong understanding of the 4C's processes and the Learning Disposition Wheel. The teachers felt that the students in their classes were able <i>"to identify dispositions and deepen their understanding of self through dialogue directed at metacognition"</i> and <i>there was an "increased use of language and positive interactions has increased since we commenced using the Learning Disposition Wheel"</i>.
<ul style="list-style-type: none"> • An increase in the percentage of staff trialling 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 trialling the Applied Learning approach with students.</p> <p>75% of staff currently plan, implement and evaluate Applied Learning approaches within their classroom. This is an increase of 66% from 2022.</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, in the area of relevance, sits 0.8 below the NSW Government Norm, 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
Low level adjustment for disability
Socio-economic background
Per capita

Summary of progress

Whole School Universal Strategies

Evidence of Activity:

At the conclusion of 2022, staff reported the need for further professional learning in behaviour management and trauma-informed practices. Throughout Semester One, the Positive Behaviour for Learning team and the Berry Street Education Model team focused on providing high impact professional learning to respond to this identified area of need. The professional learning has been delivered systematically, with support models involving leadership and peer mentoring to ensure practices are embedded in classroom practice. Berry Street professional learning provided the background knowledge in trauma informed practice and built a school-wide understanding of the importance of predictable and consistent routines.

Much of the preparation to establish evidenced-based practices, universal wellbeing practices and relaunch Positive Behaviour for Learning [PBL] was completed in 2022 with extensive staff and community consultation on the expectations matrix, rewards and classroom management 'steps to success'. Through Semester One, professional learning was provided for all teaching staff in classroom strategies to promote positive behaviour and embed consistent PBL strategies across the school. These strategies include a fortnightly, positively stated behaviour expectation focus with a whole-school lesson, a behaviour management flowchart and a consistent system of positive behaviour support linked to individual student rewards.

The school hosted a parent anti-bullying forum to discuss community perceptions and future directions on anti-bullying strategies. Thematic analysis of the data revealed that parents have identified a pattern of bullying behaviour that begins with damaging name calling and escalates to criminal violence and harassment in high school. Parents expressed that school responses do not always adequately support students who have experienced bullying. However, this data may not be a reliable indication due to the small sample size of community in attendance and is in direct contrast with data collected from a wider sample in which 95% of parents and carers reported that the school 'usually' creates a positive and safe learning environment. Community attending the forum all agreed that community education was required to educate families in supporting both students engaging in bullying and those that consider themselves as being bullied or having been bullied.

Several initiatives to improve Aboriginal Education and culture have been initiated or continued throughout 2023. All students have continued with Dharawal Language classes, Culture Groups have continued weekly for all Aboriginal students and the Junior Aboriginal Education Consultancy Group has been formed with regular weekly meetings. Term 2 School Development Day was dedicated to professional learning in Aboriginal Culture. Staff were presented with information and resources on embedding Aboriginal perspectives in learning through all key learning areas. The school have purchased a large library of Aboriginal and Torres Strait Islander texts to support teachers in classrooms.

Evidence of Process Quality:

At the conclusion of two staff development days, dedicated to wellbeing preventative strategies, 65% of staff reported

very good or excellent knowledge in trauma informed practices, demonstrating significant growth from only 29% of staff reporting very good or excellent knowledge prior to the professional learning. This trend was mirrored with 86% of staff also reporting 'excellent' understanding of the theory underpinning Positive Behaviour for Learning post professional learning. Firmly rooted in cognitive and positive psychology sciences, a welcome circle, aligned to the Berry Street Model, has been successfully implemented across the school with 82% of staff reporting that they have embedded a consistent routine with welcome circles occurring every morning. The Berry Street Team implemented a peer mentoring model, observing and providing feedback for teachers to ensure our welcome circle practices aligned with the science.

Throughout Semester One, we observed varying success between classrooms when we examine the implementation of PBL strategies with fidelity to the evidence base. This is confirmed with data collected by the PBL team which demonstrated between 35% and 82% of classes are confirming their engagement with PBL lessons through random checks and 74% of staff reported they consistently teach the PBL lessons and refer to the focus rules. As a result of the parent forum, anti-bullying strategies as informed by 'Bullying No-Way', have been embedded into school-wide Positive Behaviour for Learning lessons and parent information on how to best support students with anti-bullying strategies have been shared with community in the bi-termly newsletters.

Evidence of Impact:

Berry Street Education Model professional learning and the implementation of key trauma informed practices have resulted in better understanding of trauma and how consistent routines in classrooms can support students to feel safe and engaged at school. The school has successfully embedded welcome circles with 76% of staff reporting that welcome circles were effective in priming students for learning. This positive data was echoed through student voice focus groups in which 100% of students interviewed (N=41) identified an element of the welcome circle that they enjoyed. Students consistently reported appreciating having a schedule of the day, sharing positive announcements and engaging in a positive primer, to challenge their brain. Students also confirmed that the welcome circle positioned them for learning with comments like "it gets your brain all fizzed up ready to get electrocuted with learning ideas", "it wakes you up properly" and "it gets your brain ready for the day". Tell Them From Me student data revealed an increase between 2022 and 2023 in advocacy at school from a mean of 7.1 to 7.3 and an increase over the same time in positive teacher-student relations from a school mean of 7.4 to 7.8.

Positive Behaviour for Learning have been more consistently embedded over the second semester with positive behaviour data recorded through Sentral demonstrating more consistent use of positive behaviour recognition linked to Positive Behaviour for Learning whole school, in class strategies. Focus groups with teachers also revealed a positive uptake of PBL, with a general feeling that incidences were reduced on the playground, all staff are using positive, consistent language associated with PBL and that students know the expectations more clearly. Staff Tell Them From Me survey data confirmed more consistent implementation of PBL strategies with 74% of staff reporting their use of PBL strategies as effective or highly effective. This is a significant growth from 2022, with only 52% of teachers rating their use of PBL strategies as effective. The school's self assessment in the learning domain of wellbeing saw an overall growth from delivering in 2022 to sustaining and growing at the conclusion of 2023.

Tell Them From Me data demonstrated growth in cultural belonging with 71% of Aboriginal students strongly agreeing to they feel good about their culture, rising to 85% in the second TTFM Snapshot and 85% of Aboriginal students agreeing that teachers understand culture. Both of these percentages demonstrate a significant increase on 2022 data. This positive trend is also reflected in staff and parent Tell Them From Me survey results with 94% of parents agreeing or strongly agreeing that school is a culturally safe for all students and 93% of teachers reported that they are confident in their capacity to meet the needs of Aboriginal and Torres Strait Islander students.

Service Delivery to Support Learning

Evidence of Activity:

The Connected Communities strategy allowed the school to continue the School Reference Group. The core membership consists of: Local Aboriginal Education Consultative Group President (Chair), P&C representatives (Vice Chair), two Elders and/or Aboriginal community members, the Senior Leader Community Engagement and the Executive Principal. The purpose and the role of the School Reference Group was shared with the community and staff. 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.

A partnership with Learning Links was formed later in the year to provide support to students and families. Funds were used to employ a Provisional Psychologist 2 days per week for 14 weeks. Learning Links also offered a service to the school to support students with emotional regulation and well-being programs. These programs were delivered by a Provisional Psychologist.

The school took up the opportunity to engage with The Smith Family which currently supports 67 students at Curran Public School through its Learning for Life scholarship program. Each student received \$478 per year, which totalled

\$32,026 going directly to the families of these students. The Smith Family also ran several programs at Curran Public School, all free of charge to the school and students. When planning programs for the year, the Learning for Life Program Coordinator worked with the school to ensure the programs offered aligned with the curriculum objectives. They also ran the Passport 2 Success program, a high-school readiness initiative offered to the entire Year 6 cohort. Also in 2023, The Smith Family and Curran Public School worked together to organise and promote an attendance incentive for students who improved their attendance in Term 2.

Evidence of Process Quality:

The School Reference Group 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 group worked collaboratively with the Executive Principal and Senior Leader Community Engagement in the development, planning and shared decision making. The core members discussed what service delivery gaps exist for the community and what partnerships would benefit the local community. Development of an action plan for 2024 commenced.

The Learning Links Provisional Psychologist provided support for 10 students and their families across 14 weeks with 45 minutes sessions 2 days per week. The Psychologist engaged with parents before beginning sessions with students which allowed the Psychologist to provide a focus for individual students in how to best meet the social and emotional needs of our students. The Psychologist provided communication with the school and offered support for teachers with students who accessed the programs.

The Smith Family's Learning Club Program is the longest standing program that has shown success at Curran Public School. The Learning Club offers out-of-school learning opportunities to the students who attend and have covered subjects such as mathematics, science, gardening and health science. During their time in the program, students learned about time management, study skills, goal setting, and what they might expect when they make the move to high school.

To support improved attendance, the Smith Family organised two Jollybops Science shows to be delivered on the final day of Term 2. These activities were funded through a selective Innovation Fund, where teams identified and selected schools that work in alignment with the organisational values.

Evidence of Impact:

The School Reference Group had a positive impact for our students, parents and the community. They worked collaboratively to build self identity, self confidence and cultural knowledge of parents and students. Parents and the community feel that they have been given the opportunity to revive cultural knowledge. They feel they have the obligation to teach children about culture and strengthen the community through connections on Country with ceremonies, cultural trips on Country and through community meetings.

The Learning Links initiatives saw a positive impact with students, teachers and families. The Provisional Psychologists worked collaboratively with parents through regular conversations and updates on how the students were progressing through their sessions. Staff were grateful for the opportunity to work with the Psychologist who provided strategies to support students in the classroom. 18 students across K-6 engaged in the social and emotional programs offered by Learning Links. In Term 4 Learning Links administered assessments to reduce the Learning and Support Team caseload and to support families to navigate the health care system.

The Smith Family programs running in 2023 had a positive impact on student learning and well-being. This was identified by parents, staff and students across our school community. To gain insight on students voice and impact on these programs, students were asked to complete a survey about what they enjoyed about the Learning Club, they said:

- we can do easier learning
- spending time with new friends
- the helpers are kind and caring for us
- I can tell my teacher what I learn [at the Learning Club].

When surveyed about the Passport 2 Success program feedback from students was:

- I know what to expect at high school now
- I enjoyed talking to the high school students
- I feel more confident
- I have learned ways to plan my time better.

Implications for Future Directions:

Successful implementation of whole school universal strategies to support student wellbeing has been evident through the implementation and impact of Positive Behaviour for Learning, Berry Street trauma informed practices and building the cultural capacity of Aboriginal and Torres Strait Islander students. This success suggests a continued trajectory of these strategies in 2024, maintaining a focus on universal strategies whilst moving into professional learning and implementation of more targeted interventions to support students who would benefit from targeted and individual intervention.

In the Service Delivery to Support Student Learning initiative the school aims to strengthen the connections formed through the School Reference Group broker services for the community Flexi Hub that will open mid 2024. We aim to continue our partnership with Learning Links and provide students with the opportunity to engage in programs to support their social and emotional well-being. We will continue to engage with The Smith Family to support students and families in the community.

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>The Tell them From Me survey data in the area of positive relationships showed that data dropped 7% from June to November. We did not meet the state norm of 85%.</p> <p>The Tell them from me Aboriginal student data showed that in June 2023 71% of students felt good about their culture. Results went down 7% in November to 64% of students. When students were asked if teachers understood their culture results in June showed that 79% of students agreed or strongly agreed that they did with results going up in November to 85%.</p> <p>In 2023, we did not meet the target of moving from Delivering to Excelling. Staff self-assessed school practices using the School Excellence Framework at Sustaining and Growing in the domain of Wellbeing.</p> <p>Personalised Learning and Support Plans and Personalised Learning Pathways are created using the voice of parents and students and where applicable external providers. All students receiving Integrated Funding Support were given the opportunity to engage in conversations around their learning and cultural goals.</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>In 2023, the school did not meet the target of moving from Delivering to Excelling. Staff self-assessed school practices using the School Excellence Framework at Sustaining and Growing in the domain of Wellbeing.</p> <p>TTFM student Sense of Belonging data did not meet the state norm of 81%. April results were below the state. Expectations for Success data aligned closely to the state norm of 8.7. Student results for Advocacy at School remained the same across the year sitting at 7.7 which reflected the state norm.</p> <p>TTFM parent data showed that 91% of parents agreed or strongly agreed that Curran Public School is a culturally safe place for all students. Safety at school data had an increase of 2.8 from 2022 to 2023 sitting at 0.9 below state average. Inclusive School results also had an increase of 2.6 from 2022 to 2023 sitting at 0.7 above state norm.</p>
<ul style="list-style-type: none"> • An uplift from the baseline of 5.7% is required to follow a trajectory towards the projected lower bound target of students attending > 90% 	<p>The schools actual attendance of students attending > 90% significantly increased by 15.8% from 2022 to 2023. Whilst we exceeded the expected uplift, we did not meet the lower bound target.</p> <p>The schools average daily attendance is 84.4%. This is well above Network average and not far off the NSW State performance level.</p>
<p>Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to meet or exceed the lower bound target of 91.8%.</p>	<p>In 2023, we did not meet our lower bound target of 91.80%. The data shows a slight decline in the school's annual trajectory for wellbeing data with 72%.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$11,780.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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"> • Consistent Challenge for Every Student <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of a 0.2 FTE specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact: The employment of a EALD teacher to deliver the New Arrivals Program in 2023 allowed for initial intensive English language tuition. The teacher worked intensively with eligible students through in class and small group withdrawal modes to explicitly develop the English language for students. The students developed their English language skills in a safe space with additional support to access the curriculum and successfully participate in learning alongside their peers. The program built student confidence to speak basic English and participate in classroom behaviours and school routines. Teachers also reported that the New Arrivals Program provided students with the basic English required to form friendships in the classroom and playground settings. Students accessing the program also benefited greatly from the additional wellbeing support offered by the EALD teacher as they transitioned to a new family structure within a new country.</p> <p>After evaluation, the next steps to support our students will be: The New Arrivals Program funding will cease in 2024 for these students as they will no longer be eligible. The EALD teacher will provide classroom teachers with explicit teaching strategies that can be delivered within the classroom to support these learners. The EALD teacher will continue to support these students within the EALD cohort in 2024 by delivering targeted EAL/D support within the classroom and small group withdrawal sessions. The EALD teacher will work collaboratively with class teachers to develop programs, practices, strategies and resources to support the English language and literacy learning of newly arrived EAL/D. A strong focus on the principles of differentiated instruction for EALD learners within the classroom teaching and learning program will occur.</p>
<p>Integration funding support</p> <p>\$419,885.00</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 of 5.0 FTE SLSOs to provide personalised support and targeted intervention to identified students. • LST, SLSO & CT released to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLaSPs). • IFS SLSOs given ongoing supervision and professional development matched to PDPs and the specific needs of focus students. <p>The allocation of this funding has resulted in the following impact: Strategic timetabling through LST enabled each SLSO to be aligned to a</p>

<p>Integration funding support</p> <p>\$419,885.00</p>	<p>class, resulting in students experiencing consistency in support delivery and developing positive relationships to improve well-being. Ongoing supervision and professional development matched to the specific needs of their focus students empowered SLSOs to work with all stakeholders, provide in class support and monitor the progress of PLASP goals. As a result 100% of IFS students have a PLASP on Sentral to ensure they are known and understood and that their unique individual needs can be met, and potential can be developed. At review meetings in Term 4, 100% of parents overwhelmingly agreed that the individualised support offered to their child had a positive impact on their learning. All funded children could recall their current goal and report that they have achieved at least one of their goals. Teachers also reported elevated student engagement, self-regulation, connection to peers and overall happiness at school with 100% of teachers stating they valued the SLSO support in the classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continuation of structures for LST intervention and support with strong and ongoing supervision and targeted professional development. Employ a 'looping' practice where possible and align SLSOs to classes/stages so students can experience consistency in support delivery and develop positive relationships to improve well-being. Increase the opportunities for collaboration between parents/carers and SLSOs. LST to provide Professional Learning, conduct assessments, monitor students with plans and lead carer/ teacher/ student/ stakeholder conversations to ensure all students in mainstream classrooms with additional needs or disabilities continue to be identified and supported with appropriate adjustments.</p>
<p>Socio-economic background</p> <p>\$575,633.05</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 • Effective Feedback for Mastery • Whole School Universal Strategies • Applied Learning Approach • 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 1.0 FTE classroom teacher to release Assistant Principals from their teaching load. The Assistant Principal provided instructional coaching. • Employment of a full time Deputy Principal Curriculum and Instruction position. This position was resourced as a higher duties Assistant Principal to Deputy Principal position. The Deputy Principal led the implementation of the curriculum reform. The DP built the capacity of the AP Curriculum and Instruction and the middle leaders to deliver the new syllabus through collaborative planning, team teaching and reflection. The DP monitored and reviewed the effectiveness of curriculum implementation; teaching and learning programs; and assessment of student achievement. • Employment of 0.6 FTE Assistant Principal Curriculum and Instruction. This supplements the 0.4 FTE in staffing entitlement, forming a 1.0 FTE position. • Employment of a two day per week Speech Therapist. The Speech Therapist observed and assessed student needs and consulted with classroom teachers. Individualised therapy sessions with students (K-6) occurred and whole class oral language lessons K-2. • The provision of economic support through educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in the following impact: Assistant Principals released for Instructional Coaching. Releasing the Assistant Principal to work as an Instructional Coach increased opportunities for differentiated professional learning for staff. The Assistant</p>

Socio-economic background

\$575,633.05

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 reading practices and supported teachers to explore aspects of literacy in the new syllabus. Teachers had the opportunity to collaboratively plan and use formative and summative assessment to show student progress and achievement aligned to the new syllabus outcomes with the Assistant Principal. Instructional Coaching conversations built the skills of teachers to monitor and reflect on the progress of every student and to refine assessments to reflect new syllabus outcomes. Teachers had the opportunity to communicate feedback to middle leaders about school processes to ensure they are meeting the demands of the new syllabus to optimise student learning. The TTFM 2023 staff survey results indicated that 65% of staff strongly agreed/agreed that they felt well supported in their job.

Deputy Principal Position

The employment of a full time Deputy Principal supported the implementation of the new curriculum reform. The DP worked in partnership with middle leaders and leadership team to support teachers to understand the evidence underpinning the new syllabus. Through Research into Practice sessions that involved collaboratively planning and evaluating teaching and learning, the DP built teacher capability of the literacy and numeracy demands of the new syllabus. The DP built the expertise of the AP Curriculum and Instruction to coordinate and lead professional learning on meeting the literacy demands of the syllabus to build the capabilities of teachers. Coherent professional learning on the Science of Reading was delivered school-wide. The Deputy Principal also 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. All teaching staff felt that the Deputy Principal position was highly valuable to support the leadership of the school. 87% of staff strongly agreed/agreed in the 2023 TTFM survey that school leaders were leading improvement and change.

Speech Therapist

The employment of a Speech Therapist for two days 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 2023, the Speech Therapist extended the program to include whole class teaching of oral language skills. This model allows the classroom teacher to expand their understanding of developing expressive and receptive language and build their repertoire of strategies.

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 the implementation of the curriculum reform. The Deputy Principal will work with the leadership team to provide professional learning to build teacher capability to enhance teaching and learning. Through building the expertise of the AP Curriculum and Instruction, the Deputy Principal will support middle leaders to prioritise collaborative planning and programming to adapt the department's resources to meet the needs of staff and students. In 2024, the Deputy Principal will evaluate school processes to refine practices and systems to teach, assess and report using the new syllabus. The Assistant Principals will refine mentoring and coaching practices to embed explicit teaching, effective feedback and wellbeing practices. 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. The Assistant Principals will model and share a flexible repertoire of strategies for classroom management and explicit teaching through the gradual release of responsibility model.

<p>Socio-economic background</p> <p>\$575,633.05</p>	<p>In 2024, the school will be sustaining the Speech Therapist 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 2024 using pre and post phonological assessment data.</p>
<p>Aboriginal background</p> <p>\$95,574.07</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"> • Whole School Universal Strategies • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The Aboriginal Education Officer (AEO) 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 facilitated improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. • 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, Aboriginal parents/carers and Aboriginal community organisations, the school delivers a localised, culturally appropriate curriculum. Staff develop cultural competency through their relationship with the local Aboriginal community. • Cultural Groups K-6 for all Aboriginal students delivered weekly across the school. The AEO works with staff, Aboriginal Elders, Tharawal Aboriginal Corporation youth workers to ensure Dharawal knowledge is authentically embedded into the learning sequence. • The establishment of a women's and men's Aboriginal community dance group. Employment of a local Aboriginal dancer teacher to lead the female dance group. The Aboriginal Education Officer collaborated with the AP Engagement and Wellbeing to establish a Boys Dance Group open to Aboriginal students, parents and local Aboriginal high school students. This dance group occurred weekly. The continuation of the Stage 2 and 3 Didjeridoo Group occurred during these sessions. • Employment of two Dharawal language tutors through The Gujaga Foundation to deliver weekly On Country language lessons to all students from preschool through to Stage 2. • Establishment of the Junior Aboriginal Education Consultative Group (AECG). The Junior AECG increased the school communities knowledge of Aboriginal language, history and culture through community initiatives such as the Reconciliation Walk and fundraising events for Aboriginal communities. • Increased community knowledge and understanding of Aboriginal culture, language and history through cultural immersion excursions, access to Dharawal language through the Schools as Community Centre program and celebrations such as NAIDOC Week. • Delivered cultural awareness training through numerous professional learning opportunities. Staff were immersed in learning on Country workshops and professional learning delivered by Aboriginal people. The school co-delivered the regional AECG Connecting to Country 3 day workshop for the local network of schools.

<p>Aboriginal background</p> <p>\$95,574.07</p>	<p>The allocation of this funding has resulted in the following impact: Quality programs initiated across two years have had a positive impact on student outcomes. In NAPLAN 2023, 75% of Year 3 Aboriginal students achieved 'exceeding' or 'strong' in Writing, an increase from just 10% of Top 2 Band attainment in 2021. 50% of Year 3 Aboriginal students attained 'strong' in Mathematics and Reading. In PAT, 72% of children made expected growth, with 43% exceeding one year's growth in reading, 73% made expected growth, with 32% exceeding one year's growth in Mathematics. In 2023 report grades, 76% of children received high/sound grades, compared to 48% in 2022. There was a higher representation of Aboriginal children in high performing groups; Aboriginal students made up 67% of the Year 5 student cohort who achieved 'exceeding' in Reading and 100% of the students who achieved 'exceeding' in Maths. 5 students received scholarships from the Public Education Foundation and 11 students received Regional Aboriginal Achievement Awards. Increased cultural safety has seen a significant reduction in staff turnover and an increase in performance with 4 staff receiving prestigious awards, including a Minister's Award for Excellence in Teaching and a National Excellence in Teaching Award. TTFM data indicated that 85% of Aboriginal students agree they feel good about culture and teachers understand culture. 94% of parents agree/strongly agree that Curran is culturally safe with 81% reporting that cultural identity is supported.</p> <p>After evaluation, the next steps to support our students will be: The school has been highly successful at embedding initiatives that support cultural revival. The Dharawal Language program, Culture Groups and Men's and Women's community dance groups have increased connection and positive relationships, pride in cultural identity and a sense of belonging. These programs will be sustained into 2024. A shift in focus towards improving learning outcomes for Aboriginal students through pedagogical practices and curriculum change will be a strong focus moving into 2024. The school has been successful at applying for the Leading EALD Learners project in 2024. The school currently hosts 285 students and we have a large population of Aboriginal students who are also EAL/D (28%). Considering second language acquisition is different to second dialect acquisition, the school has set the following problem of practice: how can the EAL/D program support this difference and what will that look like across the school-wide setting? The aim of this project is to increase the capacity of teachers to inform practice, self-assess their capabilities to determine staff professional learning needs in the area of teaching Aboriginal EAL/D learners.</p> <p>The school has also submitted an expression of interest to engage in the "Identifying and supporting high potential and gifted Aboriginal and/or Torres Strait Islander students" project next year. This work focuses on identifying Aboriginal students with high potential and building the capacity of staff to apply a broader repertoire of strategies to engage high learning potential and commence the process of reversing academic underachievement. The school will also pilot as Assistant Principal Mentor Aboriginal Culture and Languages position in 2024. The school will focus on leading the integration of local Aboriginal perspectives into the school curriculum, fostering cultural awareness and understanding among staff and students. Staff will incorporate Aboriginal perspectives across the curriculum, ensuring culturally responsive and inclusive teaching practices are evident. This will be done in shared partnership with the community by maintaining strong relationships with local Aboriginal communities, organisations, and Elders.</p>
<p>English language proficiency</p> <p>\$108,651.71</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"> • Consistent Challenge for Every Student • 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 additional staff to support delivery of targeted initiatives.

<p>English language proficiency</p> <p>\$108,651.71</p>	<ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives. • withdrawal lessons for small group (developing) and individual (emerging) support. • provide EAL/D Progression levelling PL to staff. • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. <p>The allocation of this funding has resulted in the following impact: As a result of additional specialist staff employment 0.5 above establishment, students received an increase in the frequency of face to face support in the form of tailored withdrawal group instruction and or intensive in class supports. In addition to this, due to the increase of specialist teachers on site, classroom teachers were provided opportunities to collaborate with EAL/D teachers to enhance teaching and learning programs resulting in improved differentiation and point of need teaching of EAL/D students.</p> <p>All staff completed targeted EAL/D learning progression professional learning which solidified their understanding of the progressions and how to use them. As a result, teachers were more prepared to report on EAL/D students' English Language Proficiency and cater for the needs of English language learners within their classrooms. As part of this, the EAL/D specialist and supervisor were afforded time to update and redesign reporting templates to ensure they met departmental policy and annual reporting guidelines.</p> <p>Further to this, connections with the local EAL/D Educational Leader were established and strengthen throughout the year because of professional learning delivery and regular meetings to assess and evaluate EAL/D programs, processes and team supervision supports. As a result, EAL/D supervisors and specialist teachers' capacity was built and confidence increased. This led to the successful completion of an expression of interest application and acceptance into the Leading EAL/D Education Project team for 2024.</p> <p>After evaluation, the next steps to support our students will be: Engage deeply with the Leading EAL/D Project and continue to upskill EAL/D supervisors and specialist teachers and foster the momentum created in 2023 with classroom teachers. Focussing on teachers' capacity to build culturally inclusive teaching and learning programs and environments so they are representative of all students and host opportunities for all voices to be heard. Using systematic goal setting practices, culturally accessible learning intentions and success criteria and ongoing reflection and evaluation.</p> <p>The employment of specialist staff to meet the needs of EAL/D students who use an Aboriginal dialect to offer additional support and create deeper connections and awareness of the diverse cultures within the community. Using the calendar for cultural diversity to celebrate and acknowledge Curran Public Schools diverse language backgrounds and shifting EAL/D practices to a strengths based approach such as encouraging students to use their home languages to promote learning across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$256,882.30</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"> • Consistent Challenge for Every Student • Effective Feedback for Mastery • Whole School Universal Strategies • 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 Learning and Support Teachers to oversee case

<p>Low level adjustment for disability</p> <p>\$256,882.30</p>	<p>management and support across the school.</p> <ul style="list-style-type: none"> • Strengthen LST Statement of Procedures and streamline processes for referrals, student plans, Access Requests, review meetings and communication forms. • Complete & deliver Professional Learning to support teachers in identifying children in mainstream classrooms with additional needs or disability and provide with appropriate adjustments. • Implement formative and diagnostic assessments to inform planning (Functional Behaviour Assessments, Best Start, ALAN Diagnostics, Check In, NAPLAN). • Implement school wide summative assessments for consistent measures of growth (PAT, SA Spelling Ages). • Employment of additional SLSOs to work with LST/COVID ILSP staff in providing phonics-based intervention through reading and spelling withdrawal sessions. <p>The allocation of this funding has resulted in the following impact: The development of a new LST Statement of Procedures which facilitated the ability to prioritise support requests and funding applications while simultaneously designing and delivering targeted support. As a result of streamlined procedures, strengthened partnerships with parents and external providers, successful funding applications, quality staff recruitment and strategic timetabling; 100% of mainstream children were able to access LST driven additional support, ensuring each child is known, valued, and cared for. Both teachers and parents report greater understanding and appreciation of LST, and students on Individual plans show improvement in focus areas and an ability to articulate their personalised goals. Students made significant growth across various areas as reported by teachers through PLAN, reports and observations, and confirmed by external summative assessments such as PAT, SA Spelling, Check In and NAPLAN. Impact includes students exceeding one years growth in targeted areas as measured by PAT. Triangulation of this data, linked to amount of LST-driven intervention and support provided to each child, demonstrates a direct positive correlation between level of intervention and level of growth.</p> <p>After evaluation, the next steps to support our students will be: Continue with the same strengthened LST procedures while incorporating increased in-class support to build staff expertise in providing adjustments and assessing learners' progress through high-quality assessments to deliver intervention. In addition, the LST will also implement screening and support for students who display potential for academic giftedness.</p>
<p>Professional learning</p> <p>\$38,870.52</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"> • Learning Dispositions • Applied Learning Approach <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaged a Deputy Principal, 2.0 FTE Assistant Principal Curriculum and Instruction, Relief staff and a Learning and Support Team to facilitate the modelling and instruction of evidence based approaches in literacy. • Engaged in whole school fortnightly Professional Learning to unpack evidence-based approaches and provide feedback to support the practical application of the evidence based teaching of literacy. • Contracted the 4Cs Transformative practices team to provide 6 full day professional learning sessions to selected staff. <p>The allocation of this funding has resulted in the following impact: Built capacity of all staff to develop an understanding of evidence-based practices in literacy to lead school wide implementation and change. These additional funded personnel built staff understanding of the research base</p>

<p>Professional learning</p> <p>\$38,870.52</p>	<p>underpinning best practise in Literacy i.e Deslea Konza's Big Six and Scarborough's Reading Rope through sustained dialogue, modelling of best practice, leading planning days and middle leader curriculum professional development. Learning Walk data reported 100% of teachers embedded previously modelled pedagogy in their classrooms. In addition to this, 70.6% of teachers indicated 4 or higher out of 5 on a confidence scale demonstrating their comfort to seek expertise that assist in improving their practice. Alongside this, 88.2% of teachers expressed that they are confident engaging in classroom observations indicating an increased level of relational trust between executives and teachers. This enabled the consistent capacity building of all staff, where 64.7% of staff independently requested modelled lessons and co-teaching experiences to continue the improvement of teaching capacity and embed evidence-based literacy practises. Tell Them From Me Data staff survey indicated an increase from 6.5 to 7.7 over 12 months that teachers felt school leaders provided them with useful feedback about their teaching.</p> <p>Across 2023, a cohesive and well sequenced professional learning model supported the implementation of evidenced-based literacy practices through fortnightly whole school professional learning alongside targeted fortnightly Research in Practice collaboration sessions. The focus was for teachers to understand and apply the research underpinning quality literacy instruction and the impact on classroom practice. During this fortnightly cycle team members engaged in conversations with a Deputy Principal and an Assistant Principal, Curriculum and Instruction about research and its impacts in the classroom. During 2023, teachers had termly focuses that consisted of Phonics, Vocabulary, Fluency, Data and Feedback. The Research in Practice collaborative sessions promoted professional dialogue about student behaviours in literacy and the transfer of this into observable assessment data. Tell Them From Me staff survey data indicated an increase in staff collaboration from 7.8 to 8.1 across 12 months showing Curran Public School is operating 0.3 above NSW Government Norm.</p> <p>After evaluation, the next steps to support our students will be: Professional learning will continue to strengthen current professional learning models to ensure teachers work together and learn from each other to embed evidence-based practice of CESE What Works Best, the Simple View of Reading, Scarborough's Reading Rope, the LESRA Model and Di Siemens' Big Ideas in Number that improve student outcomes. Teachers will utilise regular active collaboration supported by fortnightly Research in Practise sessions to plan, program and use data effectively to strengthen knowledge of evidence based practices.</p>
<p>QTSS release</p> <p>\$68,298.34</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"> • Consistent Challenge for Every Student • Effective Feedback for Mastery • Learning Dispositions • Applied Learning Approach <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employed additional classroom teachers to release Assistant Principals to engage in regular instructional coaching conversations and collaborative planning sessions with teams. • 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>QTSS release</p> <p>\$68,298.34</p>	<p>The allocation of this funding has resulted in the following impact: Across 2023, 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 develop their understanding of the Simple View of Reading. A strong focus on developing student oral language, vocabulary and spelling skills occurred. A shift towards teaching students decoding and linguistic comprehension skills was supported through a coaching model.</p> <p>As instructional coaches, the Assistant Principals engaged in team teaching opportunities to support teachers to implement the curriculum reform and change practice. All staff focused on planning, programming and assessing using the new English syllabus. The K-2 team adapted the units of work with the support of Assistant Principals released through QTSS funding. The focus was on students developing oral language through explicit teaching and the three-tiered model of vocabulary development. Staff reported that instructional coaching helped establish a shared understanding of evidence-based practices for the targeted teaching of literacy. Through co-planning, co-teaching and co-reflecting, this model developed a shared whole-school responsibility towards improving student literacy outcomes.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will continue to utilise QTSS funding to partially release the Assistant Principals as instructional coaches. The senior executive team will strengthen the collaboration and coaching model within the school, to ensure that effective feedback supports staff growth.</p> <p>The school will continue to focus on coaching staff to deliver a daily English block underpinned by the Science of Reading. The shift towards co-planning, co-teaching and co-reflecting on the upper strands of Scarborough's Reading Rope will occur. Instructional coaches will support staff to implement the Gradual Release of Responsibility Model during the English block. Aligning professional learning with the coaching model enabled through QTSS funding will have increased accountability in 2024.</p>
<p>COVID ILSP</p> <p>\$199,124.81</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 2023.</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"> • Implemented intensive small group tuition program, meeting students 'point of need' in literacy and numeracy as identified through rigorous student assessments. • CILSP team systematically collected and analysed Literacy and Numeracy student assessment data (The full suite of ALAN diagnostic assessments including IFsR, Phonics, Best Start, PLAN2- L&N Progressions, previous reports, NAPLAN, Check In assessment and PAT assessments) to support data triangulation and identify students who may not be achieving their potential and could benefit from targeted CILSP support. • Employed 1.8 teachers to implement 15 week cycles for students in Year 2-6 focusing on Reading and Mathematics. • 4.2 SLSO's recruited to deliver individual and partnered small group tuition in reading, phonics and spelling 3-5x a week under the guidance of CILSP and LST teachers. <p>The allocation of this funding has resulted in the following impact: 166 students accessed COVID ILSP small group tuition in reading and 99 students across the school in Years 2-6 accessed 15 weeks small group tuition in Mathematics. Results of small group intervention were strong and consistently positive across various data sources, with data triangulation</p>

COVID ILSP

\$199,124.81

showing a positive correlation between amount of intervention and amount of growth. Data supporting this includes:

- PLAN 2- 100% of students made progress against the selected progressions on PLAN 2 Area of Focuses.
- Spelling Assessment - 68% increase from the 'critically low' to 'average' categories and a 144% increase in students in the 'above average' category.
- PAT Reading Assessment- 72% of students made expected growth, 43% exceeded 1 years growth.
- PAT Mathematics Assessment- 73% of students made expected growth, 32% exceeding 1 years growth.
- Data Triangulation- A direct positive correlation between level of intervention and level of growth.
- Student Surveys - 99% of students preferred withdrawal & 81% reported increased confidence due to intervention.
- Parent Surveys- 100% of parents interviewed were satisfied with the additional support provided to their child.
- Report Grades- 76% of students received a high/sound grade in 2023, compared to 48% of students in 2022.
- NAPLAN- 13/14 of students who achieved 'strong' or 'exceeding' in NAPLAN Mathematics were part of the Mathematics group.

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

The school utilised Department funding in a strategic and efficient way to yield a very high return on investment within a short timeframe. Despite excellent progress, it is important to note that these results speak to growth and progress not parity, students are still achieving below state average in many areas. Given the gains made and the significant correlation we have demonstrated between levels of intervention and levels of progress within our context, we will seek opportunities to continue this model to allow us the time to gain momentum and deliver even more stable and embedded long-term results.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	138	143	147	160
Girls	117	119	117	131

Student attendance profile

School				
Year	2020	2021	2022	2023
K	86.1	88.4	75.7	86.1
1	85.3	86.2	79.4	84.4
2	82.0	89.7	81.0	87.1
3	83.3	90.4	81.3	85.6
4	80.6	87.7	80.4	87.8
5	84.3	86.2	80.2	85.8
6	82.2	84.7	83.6	83.6
All Years	83.2	87.7	80.3	85.8
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	6.4
Classroom Teacher(s)	19.59
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.6
Teacher EAL/D	0.4
School Counsellor	1
School Administration and Support Staff	10.57
Other Positions	0.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	108,652.69
Revenue	8,076,477.73
Appropriation	7,950,103.77
Sale of Goods and Services	6,767.85
Grants and contributions	96,324.75
Investment income	1,614.28
Other revenue	21,667.08
Expenses	-7,728,821.80
Employee related	-6,497,496.37
Operating expenses	-1,231,325.43
Surplus / deficit for the year	347,655.93
Closing Balance	456,308.62

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.

	2023 SBAR Adjustments (\$)
Targeted Total	125,498
Equity Total	1,036,741
Equity - Aboriginal	95,574
Equity - Socio-economic	575,633
Equity - Language	108,652
Equity - Disability	256,882
Base Total	3,716,872
Base - Per Capita	78,781
Base - Location	0
Base - Other	3,638,092
Other Total	1,944,455
Grand Total	6,823,567

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

During 2023, the school utilised surveys and focus group forums to seek the opinions of parents and carers, staff and students to evaluate the school's success and make decisions about future improvements. As a Connected Communities Strategy school evaluators from the University of Newcastle worked along side the Centre for Education Statistics and Education (CESE) staff to collect data from the school community in relation to the Connected Community Key Deliverables, this analysed information is also a valuable data set to inform future directions for the school.

Parents/Caregivers and Community

Curran Public School surveyed its parent/carer body to solicit information about how the school is recognised by the community and how effectively the school engages with the local community as part of its ongoing commitment to whole school improvement. We saw a large increase of respondents to the annual Tell Them From Me (TTFM) parent survey with 34 respondents in 2022 increased to 75 respondents in 2023. Parent/caregivers indicated in the survey increased satisfaction in the areas of 'school supports positive behaviour', 'safety at school' and 'inclusive in school'. This aligns with data collected at parent planning meetings and school events. The Breakfast Library was reported by parent and carers as a positive initiative to support students with a healthy meal and positive interaction before the school day commences. Creating a culturally safe school environment has been a focus of the school for all students and families. Holding a wide range of school events where an invitation is always extended to Aboriginal Elders, including culture classes and the boy's Yadaki group and Men's and Girl's community dance groups. During the Aboriginal Community Forum, parents reported satisfaction in the Startwell program in which children are learning to take pride in their culture through learning an Acknowledgement to Country and partaking in Dharawal language classes. Data from the TTFM survey the lowest scoring domain was 'safety at school' which was a score of 5 out of a 10 point scale. Families reported that student behaviour is a cause for their child not feeling safe in the school environment, with many claiming that their child has been a victim of bullying in the school setting and in parent forums have discussed that they would like to see an increase in social skills activities within the school. The CESE data showed that families would like to see a stronger and more effective transition program from Primary school to High school.

Staff

Staff TTFM data showed an increase in positive data relating to all school context and classroom context domains from 2022 to 2023. The largest positive growth was in the domain of parent involvement from 6.9 to 7.5. This was also echoed in the staff survey and CESE data analysis were staff felt that parent involvement in their child's schooling increased in 2023 through higher levels of attendance from parent/carers at school organised meetings, whole school events and carnivals as well as being open to have face to face conversations when requested. Staff data mirrored parent data by showing that 100% of staff believe our school is a culturally safe place with 97% outlining that it is a welcoming environment for all students. Staff acknowledged the catalyst of this being the increased school focus on consistent and predictable routines within classrooms and whole school involvement in cultural learning. Staff overwhelmingly voiced a belief in the positive impact of PBL systems with 84% of staff reporting that they effectively use PBL strategies to support student social, emotional and academic goals. Feedback also indicated that staff felt supported by leaders that are constantly seeking improvement and change (84% of staff) and delivering effective professional learning opportunities.

Students

Students reported that they are proud of the school and feel accepted and valued by their peers. The CESE data outlined that students acknowledge the importance of engagement and attendance at school and acknowledge that their school interventions, increased communication and school incentives has been a driving force of this upward shift.

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, CESE data shows that the community, including the students see significant value in the pre-school to primary school transition programs that are facilitated on the school site.

Changes in whole school processes have resulted in positive feedback regarding strong cultural identity and belonging across the school environment. Positive trends in TTFM survey data and student focus group data showed that students feel culturally safe at school, their culture is acknowledged and supported by staff through their knowledge and delivery of a range of whole school programs including culture and language classes, NAIDOC and multicultural day celebrations and the inclusion of Aboriginal Elders and staff in the planning and delivery of these events. TTFM data collected from our Aboriginal students indicated that 85% of students reported that they agree or strongly agree that they feel good about their culture and the same percentage of Aboriginal students reported that staff understand cultural identity and inclusion.

Trends in the TTFM and student focus groups data showed that students felt bullying is prevalent within the school and the social media environment. TTFM data shows a 7% increase from 2022-2023 in student reporting that they are a victim of bullying over the internet. Students also feel that staff are reactive in their management of perceived negative

behaviours reporting that they feel staff reactions can be unpredictable. Students decrease in positive teacher to student relationship (8.1 in 2022 to 7.8 in 2023). Although students reported these concerns, there was a strong belief from teachers and community that positive relationships exist between students, staff and the parents. Student attendance also increased significantly across 2023, possibly as a result of these positive conditions.

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.