



P&C Association - Principal Report

26 March 2019

1. External Validation

- As you know from my previous report, this year Curl Curl North Public School have been selected to participate in External Validation. The senior executive have completed training with other schools in The Beaches, The Forest and The Pittwater Networks and the Principal School Leadership (Judy Smith) has presented to the leadership team around the requirements and expectations of this external validation. Today I worked with the Curl Curl North School EV team to discuss and reflect on the key elements of high quality practice across the three domains of learning, teaching and leading. We reflected on the 14 elements across the three domains which define the core business of excellent schools in three stages and we self-assessed at this point in time whether we were working towards, delivering, sustaining and growing or excelling in each area.
Self-assessment will be reported to our school community through the 2018 Annual School Report which will be published at the end of Term 1 along with being reported within the External Validation process.

2. Highlighting a key school initiative- linked to strategic direction 2

- Strategic Direction 2 – Teaching & Learning in the 21st Century
In enhancing teacher capacity to develop students 21st century learning skills and in being able to confidently facilitate student-centred learning in 21st century skills along we completed the SMART EdTech Capability Profile. The results of this survey, completed by all teachers, supports our strategy and planning through rich discussion, ideas and action that addresses the following question:

“How can we achieve better outcomes from education technology?”

The EdTech Capability Profile is a synthesis of technology best practices published by leading industry and education organizations which identified 22 EdTech Capabilities that guide effective EdTech implementations to support better learning outcomes.

Of the 22 EdTech capabilities, the three capabilities which were identified as being in the earliest stage of development at Curl Curl North are:

- Student participation in technology planning
- Parent and wider community engagement
- Support for Social and Emotional Learning

Of the 22 EdTech capabilities, the three capabilities which were identified as high-impact capabilities and were strong at Curl Curl North are:

- Teacher participation in technology planning
- Opportunities for collaborative professional development
- Acceptable technology use policies

Of the 22 EdTech capabilities, the three high-impact capabilities for improvement at Curl Curl North are:

- Student participation in technology planning
- Evaluation of technology and implementation effectiveness
- Technology change management

3. PRG

- Infrastructure are in the process of meeting pre-construction conditions with the Department of Planning I haven't received a firm schedule in when the next step will take place however if I was to estimate I would guess within the next 3 weeks
I understand that control measures will be in place before the build commences (air conditioning, noise etc.)

4. School Community Charter

The School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.



Department of Education has introduced a School Community Charter (PDF 1.4 MB) for all members of NSW Public School communities. It has been developed in consultation with a wide range of stakeholders.

NSW Public Schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when students, parents and schools work together. The School Community Charter aligns with the department's Strategic Plan 2018 – 2022.

Further information

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

School Community Charter
Collaborative. Respectful. Communication.

What we do:

- We work in partnership to promote student learning.
- We treat each other with respect and fairness.
- We communicate in a positive and constructive manner.

Respectful communication is a right
In all workplaces people have the right to feel safe and respected. Unacceptable and offensive behaviour has no place in our school communities.

Unacceptable behaviour:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.

What our schools provide
NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

Positive environments
It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Impartiality and understanding are promoted as we respect diversity.

Ensuring respectful learning environments for all members of NSW Public Schools communities.

Key Messages:

- We create collaborative learning environments.
- We all play a part.
- We work in partnership to promote student learning.
- We treat each other with respect.
- We prioritise the wellbeing of all students and staff.
- Unsafe behaviour is not acceptable in our schools.
- We work together with the school.

Communicating with our schools
Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Respectful communication is a right
In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.

5. Parent/Teacher Interviews

Thank you to all of the staff and parents who prioritised a 10minute parent teacher interview this week. I appreciate that for our teachers with classes who have 30 students at 10 minutes each that this equates to an additional 5 hours in a weekly workload. We also have teachers in our flexible learning environment who are meeting with parents of up to 58 students. In addition, we are regularly accommodating individual parents who are separated through an additional meeting. I am also grateful to our families who prioritise their own work and family schedules to attend this short interview that sets the working relationship between school and home for the 2019 learning year.

6. Professional Learning - Snapshot

This term we have been targeting professional learning around the planning within our 2019 strategic direction areas;

1. Successful, Informed & Creative Learners
2. Teaching & Learning in the 21st Century
3. High expectations and Community Engagement

We also have staff attending professional learning in the upcoming holiday on Restorative Practices that aim to generate long-term improvements in student behaviour, construct restorative conversations and circles, confidently use restorative practices as the fundamental platform for effective teaching.

Donna Blatchford Principal (Acting Term 1 2019)