



## P&C Association - Principal Report

10 September 2019

### 1. Tell Them From Me Survey

Tell Them From Me (TTFM) is a suite of surveys for measuring student engagement and wellbeing. The surveys can be used to capture student, parent and teacher voices, providing reliable evidence for schools to use in identifying strengths and areas for improvement.

In 2017, our school data provided results based on data from 10 parents in this school who participated in the survey between 27 Aug 2017 and 16 Oct 2017.

In 2018, This report provides results based on data from 227 respondents in this school who completed the Parent Survey between 26 Sep 2018 and 25 Oct 2018.

The parent survey is particularly important this year as we have included a number of questions that ask parents' views on schools' inclusivity and resourcing for students with disability and special needs, which will help inform the department's strategic priorities. There are also new questions which ask for parents' views on the school's built environment.

In 2019, I am aiming for at least double last year's target, that is at least **454** respondents and am seeking your support in reaching this target to support results that identify strengths and areas for improvement.

Please help us reach our target by clicking the link below

<http://nsw.tellthemfromme.com/ccnpsparents>

## Help us do better

The *Tell Them From Me* parent survey is your chance to let us know how we are doing.

## Complete the survey

<http://nsw.tellthemfromme.com/ccnpsparents>



## Your results will help us



Build a better school



Improve the family experience



Allocate our resources to better support our students

### 2. Strategic Direction 3 - High Expectations and Community Engagement

Since our last P&C meeting, two events in particular have brought us together as a school community in recognising and celebrating events. The SaCET (School and Community Engagement Team) are strengthening event organisation and overseeing event dates across the various sections of our school.



**Father's Day Breakfast** - For such a rainy day, this event was filled with sunshine! Thank you to everyone who was able to attend and share a bacon and egg roll with tremendous thanks to the teachers who volunteered their time in the morning to set up and cook for more than 750 people. The students were smiling and I'm so glad that they could share some breaky with their Dad or loved family member in attendance.

**Book Parade and Open Day** – Another eventful day with so many wonderful characters ready to jump out of the page and eagerly parade. The open classrooms always seem to be successful with many STEM activities this year and students taking over the teaching by explaining to their parents their learning intentions and success criteria. It has been a joy to share the many supportive and thankful emails received with the teams.

### **Guide for parents, carers and students in raising complaints**

We are committed to working with parents, carers, students and families to ensure all students are happy and thrive at school. If you have a question, issue, complaint, feedback or compliment, we'd like to know.

#### How do I make a complaint?

We encourage you to contact the school to talk about your concerns, as most problems can be solved by talking to the people who best know your child. Your child's teacher, the head teacher of a specific subject, or the year adviser are generally the best place to start. You can also contact the school Principal.

It's best if you let them know about your concerns as early as possible. Make an appropriate time to meet with them or phone the school and ask for an appointment with the teacher.

For some matters, it may be appropriate to talk to a more senior person. If you aren't sure who to complain to, we will provide you with the correct contact details.

If your complaint cannot be resolved straight away, we may ask you to put the complaint in writing. It is important that you include specific details and tell us what you would like to happen as a result of the complaint.

Further information can be located at <https://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions>

At Curl Curl North PS, if you have a concern about your child's learning the most appropriate person to speak with first is your child's teacher. If you continue to have concerns please let them know and they will be able to seek further support from the Grade Leader, Assistant Principal or Deputy. Most complaints are managed through these channels. Whilst you can always contact the school Principal, a complaint may be referred to an alternate manager who is best placed to work through the complaint resolution with you.

## **3. Staffing**

### **Teaching Positions**

Currently the school is engaged in a merit selection process to appoint two teachers in a permanent capacity. The P&C Executive voted for the P&C representative Stephanie England to support the school in this process. I am hopeful that I will be able to announce the two teachers successful in gaining these positions early next term.

## **4. School guidelines to support Department of Education policies**

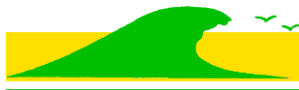
### **School Enrolment Policy**

Please see attached Enrolment Policy – Information for parents

### **Student Discipline in Government Schools**

I have started the process of evaluating and reviewing the Curl Curl North PS – Action Plan (Supporting the DoE School Discipline Policy). This document will outline how discipline is implemented in the school. It will inform and guide students, staff and parents about the aims, underlying philosophy, expectations, strategies and responsibilities for student discipline. The four components included will be;

1. The discipline code (or school rules). Incorporating the Behaviour code of students. (attached)
2. Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect
3. Strategies and practices to recognise and reinforce student achievement
4. Strategies and practices to manage inappropriate student behaviour.



I will be working with team members that represent staff, specialist staff, parent groups, students and school committee members using focus questions and feedback from recent surveys to guide the planning and cover the four components above. This document will be readily available for parents, students and staff from our school website and included enrolment information for new students.

### **High Potential & Gifted Education – effective from 2021**

The High Potential and Gifted Education Policy (HPGE) was announced by the Minister for Education on 4 June 2019. Implementation of the policy across the state is supported by an integrated professional learning program.

The policy will be operating in all public schools in NSW by day 1, Term 1, 2021. Schools have 18 months to familiarise themselves with the policy, engage in professional learning and plan for implementation.

At Curl Curl North, in support high potential and gifted education, we have started to unpack the updated policy as we continue to build and strengthen differentiated learning in the classroom, enrichment programs and other extracurricular programs.

### **5. Update on Request for Specialist Class**

I met with a parent in our community in Term 2 – Week 3 who indicated an interest in a specialist class at Curl Curl North PS. As a result of that interest I made contact with Learning and Wellbeing to discuss this request and seek support in the process.

There is a meeting scheduled tomorrow with the parent, Learning and Wellbeing, the Director Educational Leadership (DEL) and myself. At the meeting the Learning & Wellbeing Advisor Sue McGrath will explain the Department of Education process taken into consideration when establishing specialist support classes.

Whilst any community member has the opportunity to voice support for various initiatives and the school happy to engage in these conversations, the school preference is for this suggestion to be managed through the correct channels and directorate involved. In this case, the Learning & Wellbeing directorate who can explain and clarify the process involved. I note that at the last P&C meeting, there was a verbal agreement to include communication in the school newsletter, however taking the above into account I am confident that the meeting being held tomorrow is the most appropriate forum in moving forward. As you know I have a passion for special education and in supporting all students with additional learning and support needs to meet their learning potential in all Department of Education schools. I will be in a position to provide an update on the progress within this area at each P&C meeting.

### **6. New Build**

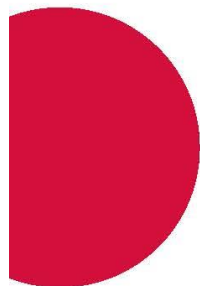
If you have visited the school office or walked along the patio you will have noticed the School Infrastructure signage that I asked permission in displaying. I am encouraging all students, staff and parents to take time to read about the new build and look at the images of the redesigned learning spaces including classrooms and school library. We have an incredible opportunity for some members of the Met-North Aboriginal Education Consultative Group Inc. to provide some guidance around Aboriginal perspectives to strengthen our school Aboriginal Education programs.

### **7. P&C Wishlist**

I am currently working on a whole school wish list that takes into account some possible inclusions when we transition into the new build and will share this with the P&C at our next meeting.

**Donna Blatchford** Principal

| NSW Department of Education



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# Enrolment policy

## Information for parents

The Enrolment of Students in NSW Government Schools policy is in place to assist schools to meet their obligations under the *Education Act 1990* - to ensure that every student has a place at their local school. The policy also communicates to staff and the community a transparent enrolment process.

### Why was the enrolment policy revised?

Across the state, many communities are changing. Some are growing at rates never seen before. Some schools that used to be able to accept out-of-area enrolments, no longer have the room to do so.

The revised policy is designed to support schools to manage all enrolment applications, encourage greater consistency in decision-making and make sure the enrolment choices are clear for parents.

### What are the changes?

#### The enrolment cap

The enrolment cap is the number of students that can be enrolled at a school based on the school's permanent accommodation. The enrolment cap tells us whether the school may or may not have the capacity to accept non-local enrolments. It is not a target or limit on the number of local enrolments a school can take.

Each school with a local intake area will have a cap set by the department from Term 4 2019.

Within the enrolment cap, a number of enrolment places (the buffer) must be kept aside for the likely number of local students who will need to enrol during the year. For this reason, a school will not take non-local students once they reach their buffer, unless there are exceptional circumstances.

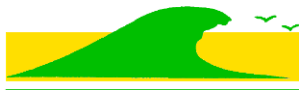
#### 100-point residential address check

Parents planning to enrol their child at a school that is near or at their buffer or cap will be asked to complete the 100-point residential address check to confirm they live within the school's designated intake area. This means you will need to provide documents to verify your child's current address.

So that schools only seek information relevant to your child's enrolment, a list of approved documents for the residential address check is available from the school or the department's website at <https://education.nsw.gov.au/policy-library/policies/enrolment-of-students-in-nsw-government-schools>.

#### Selection criteria for non-local enrolment

Sibling enrolments are now clearly prioritised (where possible) and selection criteria for non-local enrolment will not include student ability, performance or achievement.



## What has not changed?

Schools will continue to enrol students who live in their local intake area, regardless of the school's cap status.

There are no changes to enrolment rights of siblings of non-local students. In schools with available places, each enrolment application is considered on its merits, including if siblings currently attend the school. If the school is below capacity, out-of-area applications for siblings of current students will be given enrolment priority.

Schools will continue to provide families with support and advice during the enrolment process, including assessment of exceptional and compelling circumstances particularly for vulnerable students and their families.

Schools will also continue to apply the policy fairly and consistently using transparent and accountable processes when making decisions around enrolment applications. Parents have a right to appeal to determine whether the stated processes have been applied in a procedurally fair manner.

## But what do the changes mean for me?

### What if my child is already enrolled but we do not live in that school's intake area?

Your child will remain enrolled at the school as the revised policy does not affect students already enrolled in NSW Government schools.

### We were in area when my child was enrolled in the school. The department has since changed the school's boundary and our residence is now out of area. I have other children and I want them all to go to the same school.

#### What are my options?

At times it is necessary for the department to make adjustments to a school's local enrolment intake area. This could mean a family with a child/children already enrolled is then outside the local intake area. When this happens, the family will still be able to enrol siblings together at the school, regardless of whether the school is over the buffer or cap.

### I already have a child enrolled as an out-of-area student in a NSW Government school. Can I enrol my other children at that school too?

This will depend on the capacity of the school:

- If the school is **not near its buffer**, then siblings should be able to be enrolled at the school. In fact, siblings of students currently enrolled will be prioritised, where possible, over other non-local enrolment applications.
- If the school is **nearing its buffer**, then the school will form a non-local enrolment panel. The panel considers non-local enrolment applications when the number of non-local applications received exceeds the number of places available below the buffer. Again, in this instance, siblings of students currently enrolled will be prioritised, where possible, over other non-local enrolment applications.
- If the school is **at capacity** they will not accept non-local enrolment applications unless there are exceptional circumstances.

### I have already accepted an offer for my child to attend a school in 2020 that is not my local school. What happens now?

The enrolment will proceed. Non-local enrolments accepted before Term 4 2019 for students starting in 2020 should not be affected.

### What is the criteria for enrolment in a school that is not my local school?

Schools that are able to accept non-local enrolment applications establish a non-local enrolment selection panel, if demand exceeds the number of places below the school's buffer.

Schools are required to make the selection criteria available to the school community.

### My circumstances are challenging and I think this school is best for my child. We live outside the school's intake area. What should I do?

We understand that not everyone's circumstances are the same, and that there are instances where exceptional circumstances will need to be considered.

Your circumstances should be discussed with the principal of your local school who can assist you to negotiate an out-of-area enrolment if there are exceptional and compelling circumstances.

## Contact

For general enquiries contact: 1300 679 332 or email: [DoEInfo@det.nsw.edu.au](mailto:DoEInfo@det.nsw.edu.au)

For enrolment enquiries, speak to your local school.

Find school contact details at:

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





## NSW Department of Education

# Behaviour code for students

## NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

### In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

### Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

### Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

### Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.