

Kurmond Public School

Annual Report



Kurmond Public School

Whole School - 2017
Principal: Mrs Patricia Beggs



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2016



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Introduction

The Annual Report for **2016** is provided to the community of **Kurmond 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 school 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.

Patricia Beggs

Principal

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Message from the Principal

It has been an honour and privilege to have been selected as the Principal of Kurmond Public School in 2016. I'd like to acknowledge and thank the relieving Principal in 2015, Mrs Cheryl Walker and Mr Robert Hawkes in Term 1 for their work in continuing the wonderful leadership and relationships which Mrs Elena Denton had established and maintained during her time as Principal of our fabulous school.

The year 2016 has been a year of learning, cooperation and collaboration for our school community. Our students have achieved in so many different areas and have been provided with so many opportunities which is a testament to the dedication of our staff and support of our parent community. Public speaking, debating, band, choir, dance and sport are just a few areas in which students have excelled.

There is a considerable amount of research which shows that the quality of the teacher is a major factor in student performance and positive welfare at school. This does not come as any great revelation to parents. Kurmond Public School is fortunate to have an excellent team of executive staff and hardworking dedicated teachers who genuinely care for students and go the extra mile on a daily basis. Our office staff and learning and support officers are the backbone of our school, ensuring that the administrative duties and support to teachers, parents and students is provided efficiently and professionally. I would like to thank our parent community for their on going support throughout my first year at Kurmond.

We are most fortunate to enjoy extensive support in a number of areas which assist us in providing a variety of learning experiences for our students. My particular thanks to our P & C Association, led by Mr Lionel Tomich and the hard work his Executive do in assisting the school. Their financial support in partnership with the school, has had a positive impact on student learning. I certify that the information in this report is the result of a rigorous self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Patricia Beggs

Principal

Message from the school community

Firstly, I would like to acknowledge and thank the staff at Kurmond Public School for a truly successful 2016. It's amazing to see the many changes our school has navigated in the past year. The staff at all levels should be commended on the huge effort that has been put in.

Secondly, I would like to thank each and every person who has volunteered to help out at the many functions over the last year. Many hands do make light work when it comes to Mothers Day, Fathers Day, Disco, Athletics Carnival, District Carnival, Car Rally Lunch and Christmas Carols Day.

Thirdly, I would like to personally thank the small but dedicated crew who turn up to meetings to discuss what is going on at the school. During these meetings we have brainstormed about how we can help, which is true to P&C values, supporting students, staff and families of the school.

Our canteen sub committee must also be acknowledged for their amazing effort and dedication improving the menu and overall canteen management. Incentives for volunteers such as providing a hamper each term are a classic example of the effort put in. Whilst incentives for the students such as the fresh for kids campaign also mirror this, not to mention the great meal deal days.

Looking over the past year, P&C donations to the school are very interesting and should bring joy for all your efforts. Here is a list of some of the items we all managed to purchase last year: home readers, 8 student school blazers, 3 jellybean tables, 60 calculators, world globes for classrooms, lego packs and software, whiteboards, duplo, library donation, band sponsorship and gifts for our office ladies, this totals approximately \$16,000.

The P&C functions as a communication line between the school principal, staff, parents and caregivers. This communication is a two way flow. Parents and caregivers attending our meetings are able to gain a greater understanding of the operation and management of the school. The reasoning behind school policies can be clarified and explained. In turn the staff are able to use input and feedback from parents and caregivers when formulating school policies. One item that is quite clear is the mammoth job of managing a school and how limited the funding is. After saying that I would like to thank our dedicated teaching staff once again and look forward to continuing our great partnership between the P&C and the school in the coming year.

Lionel Tomich

P&C President Kurmond PS

School background

School vision statement

Kurmond Public School is a vibrant and innovative learning community that is committed to developing excellence within a rich and diverse learning environment. Every student has the opportunity to be engaged in challenging, active learning in a safe, respectful and supportive school to achieve their personal best, to be confident and creative individuals who are active and informed citizens of the 21st Century.

We are a school that encourages and expects *Safety, Responsibility and Courtesy* and understand that it is only through sustained *Effort* that lifelong *Achievement* is maintained.

School context

Kurmond Public School is a small school located in a semi-rural area of the Hawkesbury Valley. The school has a very experienced and dedicated staff who are active in promoting academic excellence with a strong emphasis on literacy and numeracy. Kurmond prides itself on the success of academic, cultural, creative and sporting pursuits. The school has a positive school culture which ensures the emotional wellbeing of the students and staff. Kurmond Public School is supported in its endeavours by a very active and enthusiastic school community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Learning

In the domain of Learning our school has primarily focussed on the domain of Curriculum and Learning. The emphasis has been on supporting teachers to differentiate curriculum delivery to meet the needs of individual students using reflective practices, cooperative planning, stage team discussions, data analysis, PLAN data and Consistent Teacher Judgment professional discussions. Executive teachers and expert teachers have facilitated the provision of expert knowledge of identified research and evidence based programs to colleagues, students and the broader school community.

Teaching

In the Domain of Teaching, our focus has been on collaborative practice. The school has embedded systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. The school has started to develop a number of initiatives in order to build a collaborative and collegial culture of mentoring. Staff identified personal goals as part of the School Performance framework which are linked to the Strategic directions of the school.

Leading

In the Domain of Leading, our school has focused on our Management Practices and Processes, with a view that all stakeholders will feel valued, respected and heard. Our school's communication practices and processes are responsive to school community feedback and provide explicit information about the school's functioning to promote ongoing improvement. Our parents are valued partners in the education process who are supportive and value the importance of encouraging students to become lifelong learners. The school promotes an open door policy for community participation in supporting student outcomes, offering workshops for parents to engage in their children's learning. Staff are committed to ensuring that communication with the community is timely and responsive to ensure ongoing improvement while promoting the school's sense of community.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Dynamic Teaching

Purpose

We will deliver sustainable, high quality, dynamic personalised teaching. This will be achieved through strategic leadership, syllabus implementation, professional learning, curriculum resourcing, ICT infrastructure, and teaching and learning programs that engage and motivate all KPS students.

Overall summary of progress

The focus for 2016 has been to provide students with quality teaching in each classroom in order to improve student outcomes. The school has utilised demonstration lessons with expert teachers to support the learning occurring in classrooms. Resources have been purchased to assist the delivery of quality lessons and planning of quality lesson sequences has been a focus for teachers' learning. The school's assessment scope and sequence has been modified to reflect on going collection of data to inform teaching and track student progress. Teachers and supervisors have a clear outline of a timeline for developing and working through their Professional Development Plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers' programs address current, NSW syllabus outcomes and content and are differentiated to meet the learning needs of their students.	All teaching programs address current outcomes and content of the NSW syllabus documents. School assessment data, PLAN data and Consistent Teacher judgement professional discussions are being utilised to inform teaching and learning to cater for students' needs. Stage based planning days have supported teachers to plan for quality teaching sequences.	Nil
100% of staff are informed and understand the changes and reforms from the DEC that impact upon their career and their role in the education system.	Professional learning on changes to syllabus areas and systems and processes within the Department of Education have been provided to staff. Staff have been involved in planning for new units based around Integrated Units using a collaborative approach with stage teams.	Nil

Next Steps

- Greater focus on the use of data to inform teaching and learning.
- Begin the use of measurement of teaching and learning impact through measuring effect sizes.
- Review and analysis of school based data against the Learning continuums to determine progress on student learning targets.
- Evidence that the Australian curriculum is embedded into programs with fidelity through the continued use of collaborative stage planning.
- Implementation of Words Their Way Spelling Framework to improve students' spelling achievement.
- Implementation of programs targeting explicit teaching of writing strategies.
- Continued implementation of Targeting Early Numeracy (TEN) strategies and Newman's Error Analysis.

Strategic Direction 2

Engaged Personalised Learning

Purpose

Students will be engaged in relevant, meaningful, and personalised learning within a safe, challenging environment where all areas of child development and wellbeing are nurtured.

Overall summary of progress

During 2016, we sought the advice from expert coaches on our school's implementation of Positive Behaviour for Learning (PBL) principles. A group of PBL coaches surveyed staff and students and provided us with feedback on improving current practices. As a staff, we understand and acknowledge that student engagement is achieved when effective wellbeing practices are in place. As a school community we have reinforced behaviour expectations in all school settings by implementing a matrix with behaviour expectations and consistently rewarding positive behaviour. Additional support has been provided to targeted students based on PLAN and SMART data with differentiated programs delivered by School Learning Support Officers (SLSO) and Learning and Assistance Teachers (LaST). ICT has been incorporated into a growing number of Key Learning Areas with Stages 2 and 3 enjoying tablets and iPads to support their learning. Continued support for staff, student and parent learning incorporating ICT will be a focus for our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students achieve positive growth on NAPLAN assessment data from Year 3 to Year 5.	Students requiring additional support in Literacy and Numeracy are supported in their learning by School Learning Support Officers and the Learning and Assistance Teachers. IEPs and PLPs are developed in consultation with key stakeholders. Student progress is effectively communicated to parents.	Integration Funding \$48 322 Low level adjustment disability Funding \$72 686 Aboriginal Funding \$3560
Engaging, differentiated learning will be evident in all classrooms.	Individual Education Plans for students with identified learning needs and Personal Learning Pathways for Aboriginal students are developed in consultation with key stakeholders.	Aboriginal Funding \$3 560 RAM funding \$10 000 Integration Funding Support \$48 322
ICT will be integrated into all Key Learning Areas and made accessible to all staff and students	Purchase of tablet storage for classrooms as a result of a generous donation to the school from the community. This allowed for iPads and Windows tablets to be located in classrooms and more readily accessible for staff and students. Fleet of Windows tablets increased to 30, using the school's 2015 Technology for Learning (T4L) rollout, enabling us to assign 15 tablets per stage in stage 2 and 3. Staff professional learning in ICT in both whole staff learning sessions and stage teams. Identified staff experts also provided mentoring and modelling to staff within their classrooms, using iPads and BeeBots across a range of Key Learning Areas. 2016 T4L roll out was used to upgrade computers for use with all classroom interactive whiteboards, including the connected classroom in the library.	P and C Funds

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
ICT will be integrated into all Key Learning Areas and made accessible to all staff and students	Introduction of coding and programming through RFF Technology program.	
Consistent language throughout the school is utilised to reinforce behaviour expectations.	<p>Fifty students (27%) achieved our highest possible merit system of 300 merits by the end of the year. These students were recognised at the school's end of year presentation ceremony and were acknowledged with a Principal's morning tea with their parents.</p> <p>The first phase of professional signage was organised and displayed around the school outlining behaviour expectations.</p>	\$1 000

Next Steps

- Evidence that Positive Behaviour for Learning expectations are being explicitly taught across the school in all classrooms.
- Implement Growth Mindsets within our school community.
- Introduce Visible Learning principles, effective feedback, learning intentions and success criteria are evident in classrooms.
- Teaching programs will reflect strategies implemented in the classroom for a differentiated curriculum.
- Hold Parent Workshops on the use of technology in the classroom.
- Conduct further Teacher Professional Learning around the integration of technology across all Key learning Areas.
- Explore the use of technology for improved communication with parents and the community, programming and assessment.

Strategic Direction 3

Positive Connected Culture

Purpose

To build strong, positive connections and embed a culture where students' achievements are celebrated and everyone feels a strong sense of self-worth, belonging and ownership.

Overall summary of progress

Throughout 2016, we have worked tirelessly to maintain the Kurmond community with a feeling of strong connection and belonging. Clear communication has been a focus by way of consistent and informative newsletters, permission notes and event flyers. Student progress has been communicated on an ongoing basis with meet the teacher, parent / teacher interviews and informal meetings with parents. Student work and achievement has been celebrated at assemblies and positive behaviour has been recognised in many forums. Parent learning sessions have been a welcome addition to our school's events calendar. Attendance at P and C organised events has continued to include the majority of the school community. The aesthetics of the school has continued to be improved with further signage, decking and an attractive sandstone retaining wall to the entry point of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Families of Kurmond Public School and the local community are a part of a positive school culture.	Events organised by the school and the P and C throughout 2016 were extremely well supported. An increase in parents attending weekly assemblies to celebrate students' achievements. The Kindergarten Orientation Program was attended by 100% of students and parents.	\$900
School families are informed about their students, teaching and learning, and school events and feel valued and connected to the school community.	Signage and noticeboards in the school hall and around the school. Consistent communication via the school newsletter, electronic sign, Facebook, enews and the school app advertising events and student achievements.	\$3982 noticeboards

Next Steps

- Parent Information learning sessions based on research based practices which we implement in classrooms.
- Improved signage around the school of facilities and behaviour expectations.
- Continued improvements to the school grounds and maintenance of existing facilities.
- Initiate the Tell Them From Me survey and 360 Customer Service Tool in 2017 for parents and analyse the data in order to improve school practices.
- Extend the Kindergarten orientation program for our students and parents.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	<p>Analysis of data from within the school, eg, PLAN, school based, Learning Continuums, SMART and attendance rates have been analysed in order to plan for intensive and targeted programs.</p> <p>Specialist Learning and Support Teachers and School Learning Support Officers have been employed to further enhance and support student learning.</p> <p>Review and analysis of school based data against the continuums have been used to determine progress on student learning targets.</p>	\$72 686
Quality Teaching, Successful Students (QTSS)	<p>Expert teachers were released to model explicit teaching sequences to students based on identified student and staff needs. These sessions took the form of lesson observations, team teaching and collaborative planning. In 2016 since QTSS funding was first received, it has been used in a variety of ways. It has provided staff with time to be mentored by their team leaders and improve professional knowledge and practice. Teachers have been involved in mathematics demonstration lessons utilising TENS, explicit writing instruction, public speaking and social skills.</p>	\$9 450
Socio-economic background	<p>Intensive and targeted programs and strategies are embedded by specialist teachers and School Learning Support Officers. Data such as PLAN, school based, learning continuums, SMART and attendance data rates are analysed in order to plan individualised and differentiated learning.</p>	\$11 732
Aboriginal background loading	<p>Maximise Aboriginal student learning through identifying and analysing data eg PLAN data, school based data, learning continuums, SMART data, and attendance rates in order to plan individualised and differentiated learning.</p> <p>Staff have regularly monitored each Aboriginal student's Personalised Learning Pathway to ensure their engagement, wellbeing and aspirations are met. Achievements of Aboriginal students have been shown to match or better the outcomes of all students. Parental engagement and participation in school activities is high.</p>	\$3 560

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	95	87	95	85
Girls	109	105	106	103

The enrolment for 2016 was 188 students. Forty-five percent of the student population were boys and fifty-five percent were girls. Our school population comprises of 11% of students from language backgrounds other than English and 5% of the student population identify as Aboriginal and / or Torres Strait Islanders. The school's population has been stable with very little movement throughout the year with the exception of three families moving to different areas of the state due to families' work opportunities at the conclusion of the year.

In 2016, an enrolment policy was developed and implemented at Kurmond Public School. This process involved members of the community and teaching staff. The policy reflects the Department of Education's enrolment policy. A panel has been formed comprising of an elected community member, an elected staff member and the school principal. The panel will convene when required to consider out of area enrolment applications. Feedback on the panel's decision will be communicated to parents and caregivers based on the criteria outlined on the application. Out of area applications will only be considered after consultation with the Principal of a student's catchment area. This process ensures we enrol students which are in the school's catchment area.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.9	95.7	96.1	95.6
1	94.9	95.5	94.7	95.1
2	95	96.5	94.6	91.9
3	96	95.5	95.7	94.2
4	92.6	95	95.4	92.6
5	92.1	93.3	95.1	91.8
6	94	95.6	94.2	95.3
All Years	94.4	95.3	95.2	93.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Students' attendance and punctuality is closely monitored at Kurmond Public School. Partial attendance has been discouraged with an emphasis on students arriving to school on time and attending appointments out of school hours. Parents are contacted by school staff if a student is absent for three days or more if no prior notification has been provided to the school.

Events which involve community attendance have been organised and scheduled to coincide with the end of the school day instead of resulting in partial absences for students.

The school newsletter has been used as a vehicle to inform parents on the importance of students attending school every day and arriving to school on time. Teachers address attendance concerns through organised parent / teacher interviews and support from their team leaders. Attendance rates are reviewed on an on going basis and students of concern are referred to the Learning Support Team.

Class sizes

Class	Total
KW	24
1/2M	24
1/2P	25
2/3C	22
3/4H	24
3/4A	23
5/6F	23
5/6C	25

Structure of classes

Classes have been structured based on the Department of Education's staffing formula. During 2016, classes were organised as mainstream stage classes. This structure has allowed for cohorts of students to work in stage groups rather than grade groups. Kindergarten were in a class with only their grade and a cross stage class was necessary due to the larger numbers in Years 2 and 3. This organisation had a positive impact on student wellbeing in classrooms and the playground in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.64
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration & Support Staff	2.02
Other Positions	0.07

*Full Time Equivalent

Kurmond Public School has no Aboriginal staff members.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	45
Postgraduate degree	55

Professional learning and teacher accreditation

Throughout 2016 significant professional learning has taken place at Kurmond Public School. Learning sessions have taken a variety of formats including whole school, grade / stage workshops, network meetings and external courses. Whole school professional learning sessions have included mandatory requirements for teachers such as anaphylaxis training, Code of Conduct, CPR and Induction to the school.

Teachers were involved in professional learning on SMART data and analysis of implications for the school as well as teaching strategies to support student learning. Spelling and writing were two areas identified through analysis that required further learning and support at our school. Staff were introduced to the research behind the Words Their Way Framework and the marking criteria for the NAPLAN writing assessment. This allowed robust conversations as a school on areas for future teacher learning in order to improve student outcomes.

All teachers were involved in professional learning on 8 Ways of Aboriginal Learning. This learning was delivered by one of our executive members of staff, Miss Phoebe Foster and involved staff from a neighbouring school. The staff took part in an intensive six hour course on Planning for Quality Teaching Sequences which was delivered by one of our executive members of staff, Mrs Rebecca Palmer.

Consistency of Teacher Judgement was led by the executive teachers at team meetings and as a whole staff during staff development days. Staff were involved in the School Excellence Framework self assessment process throughout the year by examining our progress on milestones in regards to the school's strategic directions.

Individual staff members were involved in professional learning based on their identified needs in their own goals such as Best Start Testing, Movement in Mathematics, LaST network meetings, supporting accreditation, PBL and Peer Support.

Expertise within our staff was utilised to present learning to the staff such as Flexible learning, TENS, Reading Recovery Strategies, Positive Behaviour for Learning, and Newman's Error Analysis.

Staff have been invited and attended network meetings to support them in their specific roles such as the Reading Recovery learning sessions, Executive Teachers network meetings, LaST network meetings, Teacher Librarian meetings and Principals network meetings.

A significant amount of learning was also undertaken by the School Administration Manager, Mrs Jenni Ropa, Mrs Rebecca Palmer and the Principal to facilitate the implementation of the new Learning Management and Business Reform (LMBR).

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

A full copy of the school's 2016 financial statement is tabled at the annual general meetings of the parent and / or community groups. Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	120 094.41
Global funds	125 001.25
Tied funds	127 323.79
School & community sources	90 186.57
Interest	1 853.06
Trust receipts	15 877.17
Canteen	0.00
Total income	480 336.25
Expenditure	
Teaching & learning	
Key learning areas	7 705.30
Excursions	1 681.12
Extracurricular dissections	7 586.75
Library	21 313.33
Training & development	3 704.38
Tied funds	105 911.81
Short term relief	26 173.74
Administration & office	21 545.76
School-operated canteen	0.00
Utilities	19 548.45
Maintenance	50 209.82
Trust accounts	26 019.14
Capital programs	0.00
Total expenditure	291 399.60
Balance carried forward	188 936.65

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	206 110.55
(2a) Appropriation	195 907.32
(2b) Sale of Goods and Services	709.98
(2c) Grants and Contributions	9 101.74
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	391.51
Expenses	-132 359.90
Recurrent Expenses	-132 359.90
(3a) Employee Related	-63 832.53
(3b) Operating Expenses	-68 527.37
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	73 750.65
Balance Carried Forward	73 750.65

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school follows a process of each focus team applying for a budget area for resources, teacher release, administration and incidentals. Budget amounts are allocated as per identified needs and to support students in their learning and ultimately improve student outcomes. The school has set aside funds to replace the older interactive whiteboards in the school with the new technology of neoPanel interactive touch screen LED and a complete visual and sound system in the school hall. Funds are also being set aside to replace air conditioning units which will require replacement in the near future. Fencing to the perimeter of the school will also require dedicated funds set aside in the next three years as it requires replacement.

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 395 257.28
Base Per Capita	10 773.72
Base Location	2 009.39
Other Base	1 382 474.17
Equity Total	89 117.28
Equity Aboriginal	3 559.55
Equity Socio economic	11 731.64
Equity Language	1 140.55
Equity Disability	72 685.53
Targeted Total	37 530.00
Other Total	58 822.90
Grand Total	1 580 727.45

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

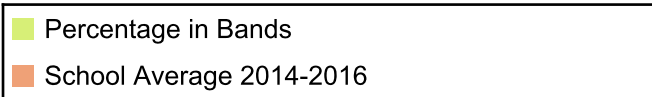
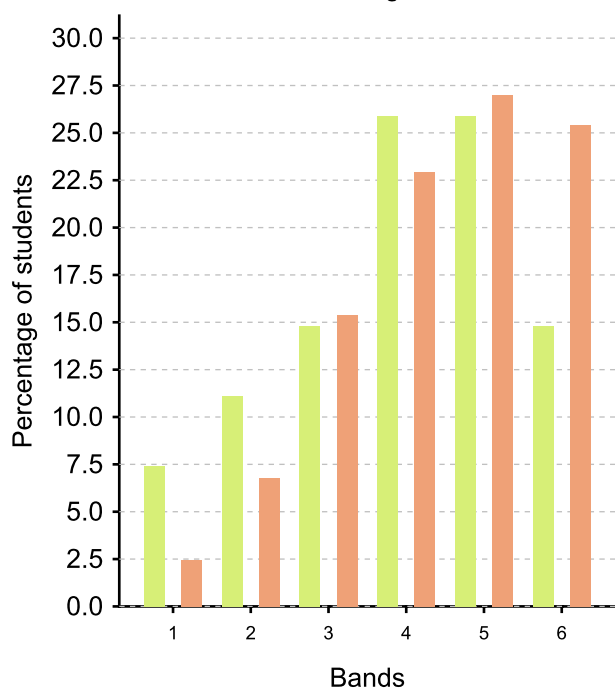
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

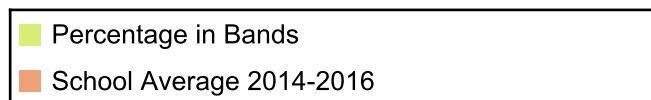
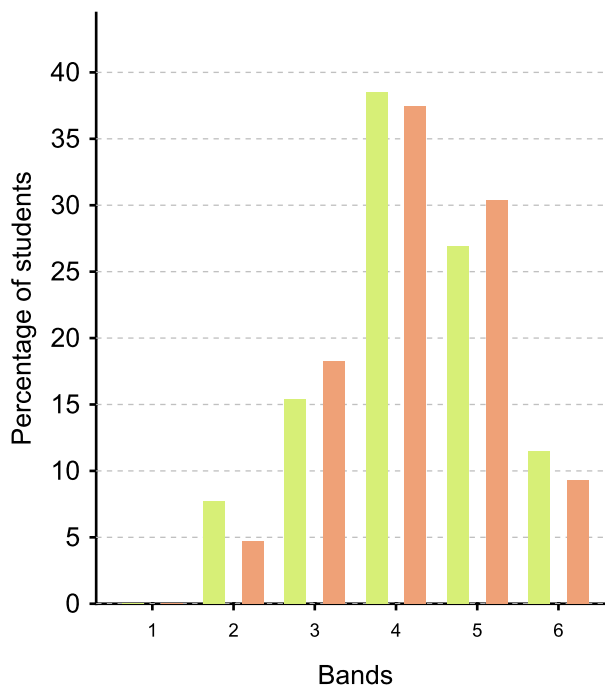
In 2016, 26 Year 3 and 24 Year 5 students took part in the National Assessment Program – Literacy and Numeracy (NAPLAN).

The Year 3 results indicate a total of 41% of students achieved in the top two bands, 5 or 6 for Reading. In Writing, 38% of students achieved in the top two bands which is an increase of 7% from the previous year. There was a 15% increase in the Year 3 Spelling results with 46% of the cohort achieving bands 5 and 6. Similar results were evident in the Grammar and Punctuation assessments with 50% of students achieving in the top two bands which is an overall increase of 14% on the previous year.

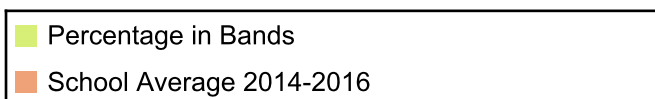
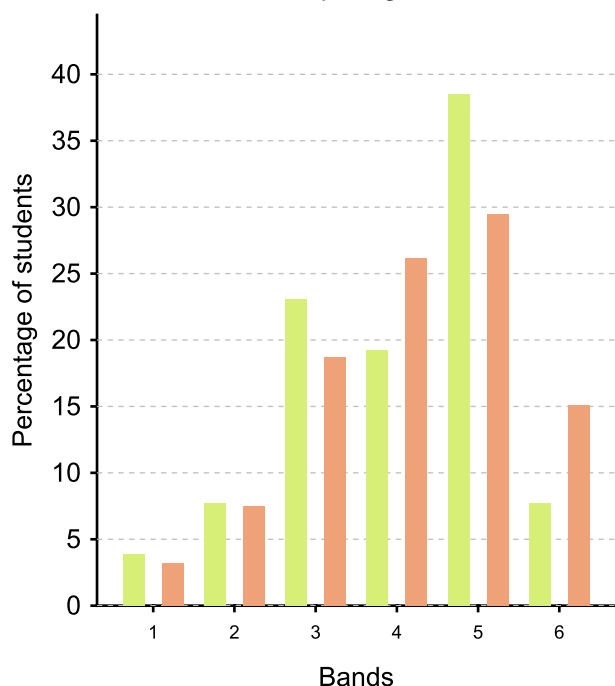
Percentage in bands:
Year 3 Reading



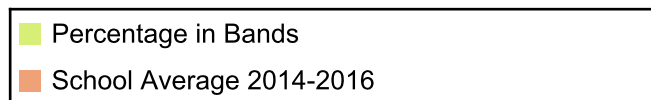
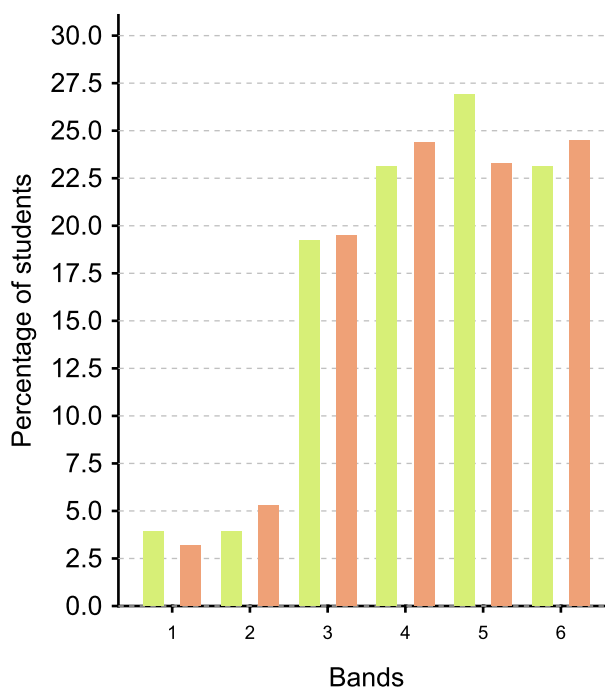
Percentage in bands:
Year 3 Writing



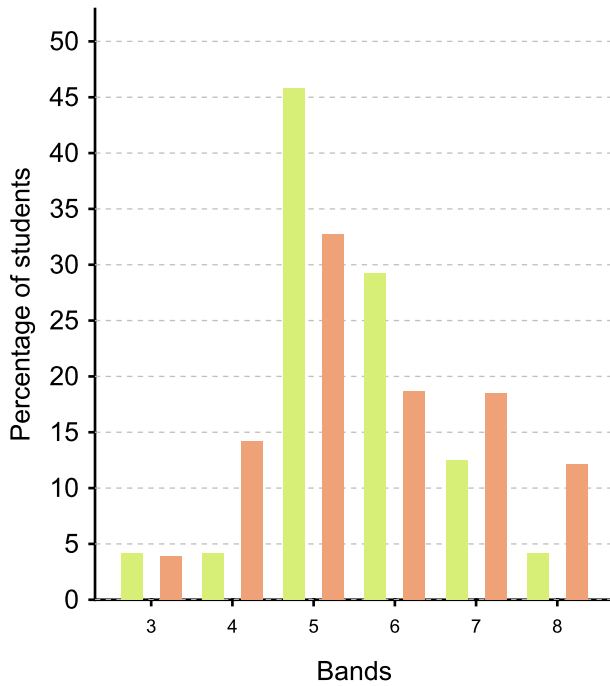
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 3 Grammar & Punctuation

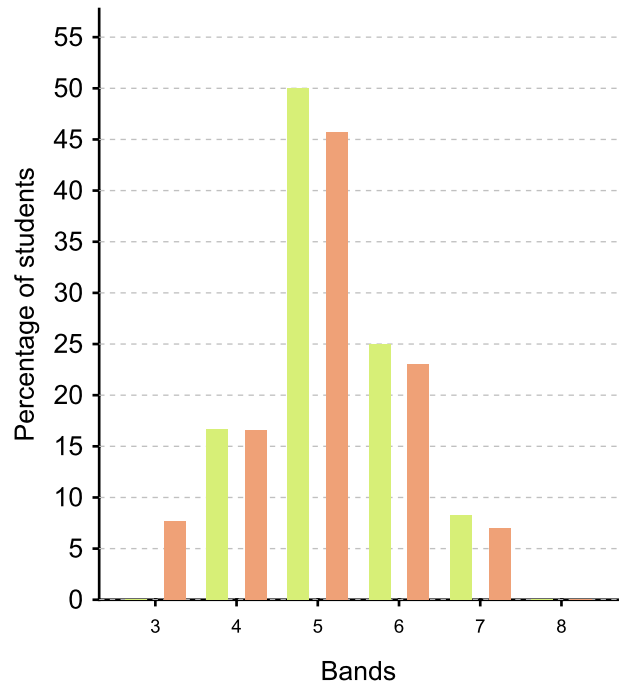


Percentage in bands:
Year 5 Reading



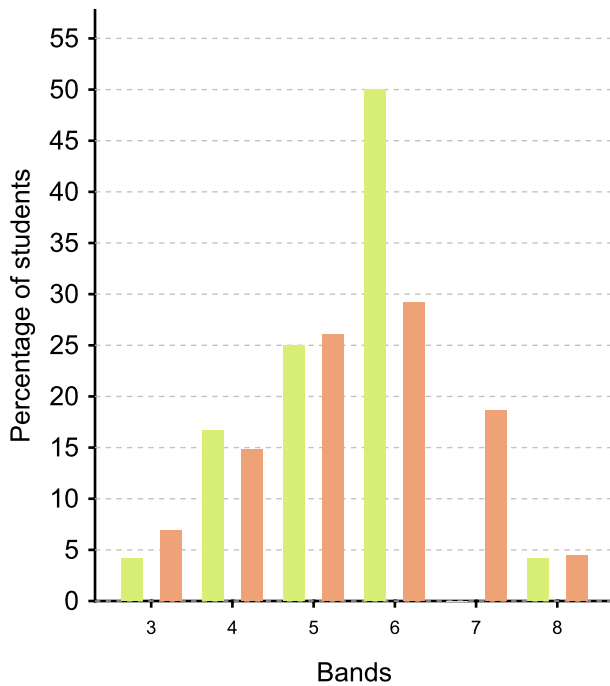
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



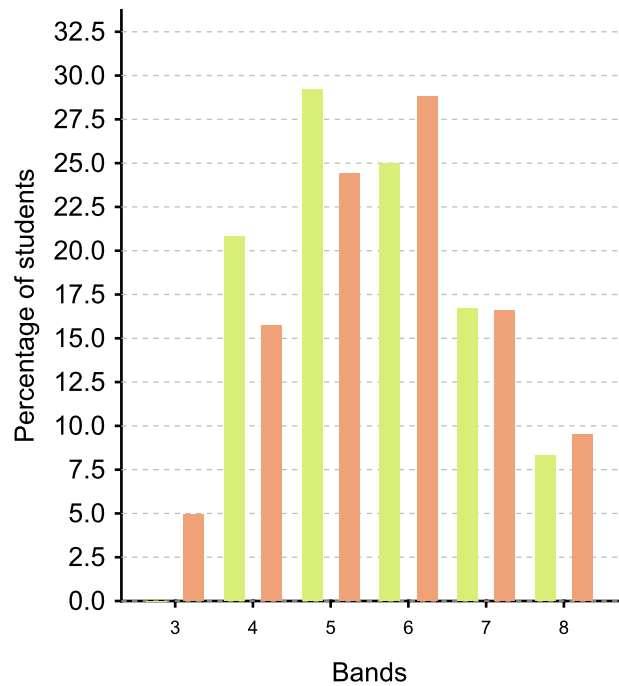
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

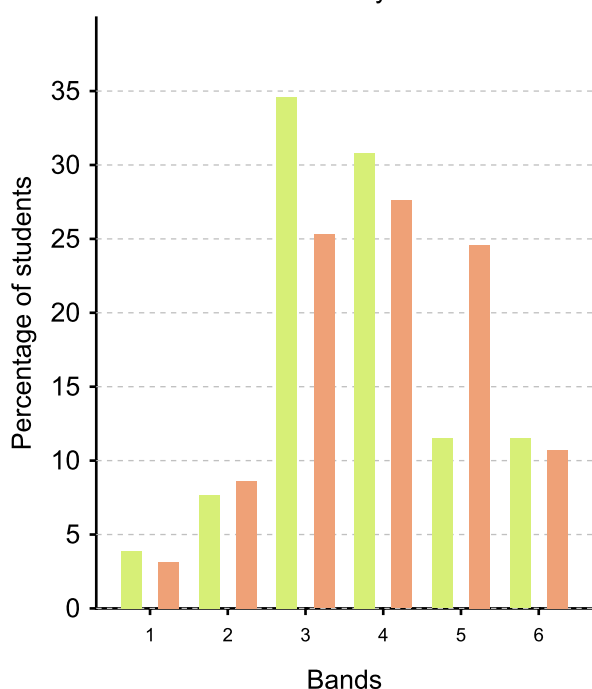
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

In 2016, 23% of our Year 3 students achieved in the top two bands, 5 or 6 for Numeracy. This is only a slight increase from the previous year. Overall students performed better in Number, Patterns and Algebra than Data, Measurement and Space and Geometry with 27% of students achieving in the top two bands. This was consistent with Year 5 results which indicated 25% of the cohort achieving in the top two bands, 7 and 8.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the NSW Premier's priorities of increasing the number of students in the top two bands by 8% in Literacy and Numeracy, Kurmond PS has achieved this target for Spelling and Grammar and Punctuation in Year 3. The target was very close for the Year 3 Writing results with an overall improvement of 7% in the top two bands.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016, Kurmond PS sought parents, staff and student feedback on several areas of school culture.

Staff

- All staff have found positive value in having time to collaboratively plan with colleagues during planning days at the end of each term.
- All staff found the support provided by expert teachers and executive team members through the QTSS funding of modelled lessons to be beneficial to their professional development.

Parents

- Most parents report that teachers at the school listen to parental concerns, show an interest in

their child's learning and make parents feel welcome in the school.

- The majority of parents believed that their child is encouraged to do his or her best at school.
- Parents have found the fortnightly school newsletter informative and the communication forms of eNews, Facebook, paper copies of notes and notes on the website useful.
- Parents have found the parent information sessions offered extremely informative and useful.

Students

- The majority of students believe their education will benefit them in their future.
- The majority of students reported a high sense of feeling accepted and valued at school.
- The majority of students reported a feeling of belonging at school.

Policy requirements

Aboriginal education

Kurmond PS is committed to improving the educational outcomes and well being of Aboriginal and / or Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

There were 9 students in 2016 that identified as Aboriginal and /or Torres Strait Islander.

Our school promotes respect for the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies and gatherings; and
- Integration of Aboriginal perspectives across Key Learning Areas so students develop deep knowledge.

During 2016, Kurmond PS was involved in:

- Ensuring Personal Learning Plans for all Aboriginal students were completed and implemented in order to improve educational outcomes and increase participation of Aboriginal students.
- Targeted students identifying as being of Aboriginal or Torres Strait Islander backgrounds were supported in their Literacy and Numeracy development;
- NAIDOC week and its significance was promoted to all students;
- Story poles were designed and painted in our COLA area with classes writing their own stories which reflect a sense of place the students have with Kurmond.

Multicultural and anti-racism education

In 2016, we have raised the awareness of multicultural and anti-racism matters due to ongoing global events. Discussions on cultural practices were incorporated into classroom teaching and learning programs, incidentally

and as dictated by the syllabuses.

There were no matters referred to the Anti–Racism Contact Officer (ARCO) throughout the year. Telephone interpreters were made available throughout the year for use during parent / teacher interviews although none were required.

Harmony Day at Kurmond PS was celebrated on the 21st of March. It took the form of students dressing up in national costumes or in orange. Students completed a range of activities to support their understanding of the importance of celebrating one another and to reinforce the significance of inclusiveness. The day was dedicated to celebrating and embracing cultural diversity and the feeling of belonging.

Multicultural perspectives are embedded in all learning programs for all classes.

Other school programs

Kurmond Choir

In 2016, Kurmond Public School participated in the Hawkesbury Music Festival. We took a combined grade choir of 18 students and sang a range of songs with other schools from the local area. The festival occurs every second year and the students were eager to be involved.

The choir also sang at the Education Week celebrations that were held at the Riverview Market Place and the Richmond Nursing Home. Both performances gave the students an opportunity to showcase their talents to the wider community. Everyone commented positively on their singing and the students performed enthusiastically.

Pulse Choir

Kurmond Public School undertook a new initiative and participated this year in the Combined Choir for Pulse. This choir consisted of eight senior students being involved in regular rehearsals and the final performance at the Sydney Opera House, with 700 children from other schools around Sydney. It was a wonderful experience and the parents were able to see their children sing on the big stage. Everyone had an amazing experience.

Miss Morris

Targeted Early Numeracy Strategies (TENs)

During 2016, all staff at Kurmond PS participated in the Targeted Early Numeracy training and development sessions. In class facilitator support was provided to all teachers throughout the year. This ongoing training provided staff with the skills to administer ongoing assessments, implement the TENs program, use data to inform their teaching practice and report on student outcomes in early arithmetical strategies. TENs resources and jellybean tables were supplied and utilised in classrooms. Parent information sessions

were provided to parents and caregivers in order to inform the school community about the program and educate them in the ways they could support their children with the strategies at home.

Mrs Whitton

Writing Demonstration Lessons

Throughout the year demonstration writing lessons have taken place in Stage 1 and 2 classes. These lessons have focused on quality sentence writing. Work with sentence structure, grammatical components and editing skills have enabled students to write super sentences. Explicit work on adjectives, phrases and vocabulary has allowed students to write interesting compound and complex sentences. Lessons which used punctuation as a focus, have led to students developing self–correction and editing skills.

Mrs Coulter

Debating

Camp

In March, Mrs Chia took 4 Stage 3 students to the 'Arguing With Style' Western Sydney Inter–District Debating Camp at Katoomba Conference Centre, Katoomba.

This was an overnight camp involving intensive workshops that refined students' debating skills and also developed their understanding of working as a team, considering other points of view and in writing persuasive arguments to express and support their point of view.

The skills developed during this camp were transferred and put into practice in the Premiers Debating Challenge competition. Mrs Chia was very proud of the efforts Oliver, Lyric, Jordan and Chelsea put into the camp. It was very tiring but very well–worth the two very full days.

Workshops

In June, Kurmond Public School hosted a Debating Workshop. Students from Comleroy Road Public School also attended. Any students showing interest were invited to come along and develop their debating skills.

We were so fortunate to have Barbara Partington, retired teacher and debating expert, donate her time and expertise to us, purely because she is so passionate about giving all students the skills to use public speaking and debating skills in their lives.

The day followed an intensive program of structured workshops. Students finished the day by participating in mini debates. For some students this was their first attempt at a debate.

This was a valuable day for all involved. Thank you, Mrs Partington!

Some students also had the opportunity to participate in a debating workshop at Matthew Pearce Public School earlier this year. Students involved found it very helpful and were able to use the skills learnt in our school debating team or public speaking throughout the year.

Premier's Debating Challenge

This year, Mrs Chia led the debating team into the Premier's Debating Challenge with the aim of developing the public speaking and reasoning skills of our selected students. Chelsea, Jordan, Oliver, Lyric, Sienna and Josephine made up our strong team.

Every debate in the challenge was a one hour preparation debate. During the challenge, we travelled to other schools in the area and also hosted debates at our school.

Teams did not know the topic or which side of the debate they would be on until 1 hour before the debate started. Once the preparation time was up, three speakers from each team took turns to speak, with a 4th speaker helping out during preparation and during the debate.

All six students participated in the challenge and proved to be a force to be reckoned with. We won our first 3 rounds and were defeated in the final round which unfortunately brought our journey to an end. We came 2nd in the first round results.

Mrs Chia was so proud of all team members, the camaraderie shown and the growth in the area of debating over the course of the challenge.

Young Leaders' Day

On Monday 29th February Mrs Chia took our 4 school captains to National Young Leaders Day at Allphones Arena, Homebush Bay. Our leaders were part of an audience of 6000 students.

They listened to motivating guest speakers who focussed on the message 'Master The Little' where the students learnt that it is not only the big things in life that will make a difference.

Speakers on the day included Children's Author, Melanie Lee; Nathan 'Dubsy' Want, mentor to young people; Police Commissioner Andrew Scipione; and Ben Austin, Australian Paralympian.

It was an uplifting, wonderful day. Ella, Keira, Kye and Nathan came away from the day with a renewed sense of vision and confidence in their role as school leaders and felt inspired to make a difference in their world.

Public Speaking

Throughout the year, Kurmond Public School has participated in several public speaking competitions. The Multicultural Public Speaking Competition was held in June. This competition gave students the opportunity to practise their public speaking skills, heighten their awareness of multicultural issues, and improve their confidence. We sent our top four students on to

represent us at the finals. Oliver, Jordan, Abbey and Amailha did an amazing job, pushed themselves, developed their skills and improved so much along the way.

The Hawkesbury Public Speaking competition was held in October. Students were given a variety of topics to choose from. Our best speakers were Jordan, Oliver, Lyric, Mia and Rochelle. They were selected to progress to the semi-finals at Freemans Reach Public School. Rochelle was successful in progressing to the next level of finals as a runner up and then competed at Comleroy Road Public School.

Mrs Chia

Sport

Swimming

Kurmond PS hosted the District swimming carnival, where we had 25 Kurmond students represent us at zone level; six more than last year. From district, we had three students qualify for the Regional carnival at Homebush, and one amazing swimmer – Josie W going all the way to State.

Cross Country

Forty-seven students were selected to represent our school at the District event at Cattai National Park. Four students finished within the top 8 places for their age and qualified for and competed at the Sydney West event.

Athletics Carnival

Our school athletics carnival was different from previous years, with all track and field events held on the one day at McMahon's Park. It was a busy day with most students relishing the opportunity to experience a full athletics carnival and compete in the field events at the proper venue.

Our representative list included 36 athletes qualifying for District, four for Regional and, again, Josie W had the honour of representing our school and zone at State level.

Sporting Opportunities

Our school also participated in a number of sporting programs that promoted physical activity and supported specific skill development. These included the Premier's Sporting Challenge, FREE whole school tennis, athletics and softball programs through Sporting Schools grants as well as free in-school clinics run by the Western Sydney Wanderers and Giants representatives. We also hosted AFL coaching sessions afterschool, run by qualified AFL coaches.

We participated in several gala days during the year, including netball, touch football, and cricket. Most notable was our senior girls' cricket team, which won the district gala day and competed at the Regional carnival despite most players having never played a single cricket match beforehand.

In Term 4, we held our two-week Swim Scheme with students from years 2, 3 and 4 taken to Richmond pool daily for small group classes that focused on technique, safety and confidence in and around the water. The skills that they developed and awareness that they gained were invaluable.

Overall it was a great year of sport at Kurmond, with all students enjoying the opportunities and chances to help promote sport and physical activity across the school.

Mr McDonald and 2016 House captains

Special Swimming Program 2016

This year 59 students participated in the School Swimming and water safety program. During the ten sessions, students were placed in groups where they learnt correct swimming technique and safety strategies. The students completed a comprehensive water safety program where daily lessons discussed techniques to ensure safety in our pools and waterways. At the completion of the program 72% of students could swim a distance of over 26 metres with correct style and breathing.

Mrs Coulter