

Kulnura Public School

Annual Report



2017



2334

Introduction

The Annual Report for 2017 is provided to the community of Kulnura 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.

Steven Collins

Principal

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Message from the Principal

At Kulnura Public School we continue to work together to improve learning for all students. We wish to recognise our students for being Caring, Courteous and Cooperative, as well as the enormous effort of our staff and families in supporting our students.

Our dedicated team of teaching and support staff are committed to student learning, which has led to growth that are better than the State average in NAPLAN writing. In particular, the average growth in reading and spelling from Year 3 to Year 5 is significantly better than the average across the state.

In the area of sport, our students have been involved in a range of activities including the Primary School Sports Association athletics, cross country, swimming carnivals, and the football team knockout. We were fortunate to have members of the Central Coast Mariners Football Club delivering a football program. We fielded teams in the Central Coast Regional Championships for Futsal and 5 a side Soccer, providing an opportunity to play small sided football.

We thank the parents that assisted with transport and the teachers who took the time to organise and coach students among their regular duties. In 2017, we participated in the Sporting Schools program. This allowed us to access experts who worked with students and their teachers to develop skills in the areas of floorball and swimming. Sixty five students were involved with our annual Intensive Swimming Scheme.

Our students have several opportunities to perform for guests, including class assemblies, our annual Showcase Concert, Central Coast Choir Festival and Central Coast Dance Festival.

For 2017, we would like to thank our parents and community for their support in events such as the Easter Hat Parade, book fairs, assemblies, ANZAC commemoration and NAIDOC celebrations. We are fortunate to have a committed team of people who work for the benefit of every student in our school. I would like to take the opportunity to thank the extremely dedicated staff – permanent, temporary and casual teaching staff, admin, cleaning and grounds – for the extra work and care you take beyond your normal roles to afford the students terrific opportunities. My thanks also go to the Kulnura P&C committee who have supported the staff and myself throughout 2017.

Steve Collins

Message from the school community

I would like to thank the P&C committee, families and the wider school community for another great year. As you know P&C is run to support Kulnura Public School students, staff and families. We strive to help by supplementing excursions and supporting additional resources for the school. We have P&C meetings the second Thursday of every month. Through these meetings we get to contribute to decision making of the school and have input of Parents and the school community. I would like to thank those of you on the P&C and all the parents, families and community for your hard work, commitment and donations throughout 2017. It is with everyone coming together that we can continue to support the school. This included: Buses for school trips, Year 6 fun day, Year 6 shirt design and sport programs like gymnastics and swimming scheme. It has been a great year to see how a wonderful community that came together to support each and every child at Kulnura Public School. Thank you.

Rachael Jackson

P&C President

Kulnura Public School.

Message from the students

Kulnura Public School is a small school that has a great community with good teachers, friendly students and helpful parents who like to be involved in our school.

In 2017 we had lots of excursions like Myuna Bay, a fishing trip, and swimming scheme. The fishing trip was for the whole school to go together. Myuna Bay was a Year 5/6 excursion for 2 nights and 3 days. The school swimming scheme was a for the whole school and went for a week. Each day students had 2 lessons to improve their swimming ability.

Parents came to our Small School's Swimming Carnival, Cross Country and Athletics Carnival. We also celebrated Mother's Day and Father's Day Breakfasts, Easter Hat Parade and Country Fair. Parents are very helpful for our small school. Year 6 cooked a meal for parents as part of Public Education Day. We do Stephanie Alexander cooking and Garden Program with all classes helping with the vegie gardens. We also had parents helping with planting trees and a new garden at the front of our school.

All students have had lots of opportunities to participate and enjoy different sports. We have coaches come in to teach us floorball. Some fellow students decided to play floorball outside of school as well as in school. Our school competed in the Australian Junior Floorball Open and our U/9's team came runners up in the tournament. We all have great skills now that we know what floorball is and how to play. We also played futsal and PSSA Football, as well as gymnastics..

Kulnura Public School has a great community and hard working teachers. The teachers have been working really hard to teach us children different things each day like artist in graffiti or how to spell and count.

Kailee Clark

Yr 5 student.

School background

School vision statement

Kulnura Public School develops students who are confident and prepared both socially and academically for the challenges of society, embracing community values and encouraging individuality.

School context

Kulnura Public School was established in 1928. It has a current enrolment of 68 students and is located in the hinterland area of the Central Coast in a small farming community. The school is set on landscaped grounds surrounded by bushland. All students K–6 play together in well-equipped surroundings.

Kulnura Public School embraces belonging to a small, friendly, caring community. The school maintains strong partnerships between staff, parents and students and is supported by a very active Parents & Citizens Association. The school is also a proud member of the Kariong Mountains Learning Community.

Kulnura Public School students are encouraged to reach their full potential within a safe and supportive environment where students participate in a wide variety of activities including interschool days with other local schools. The experienced staff nurture students academically and socially with the support of the wider community. A before and after school care facility operates within the school grounds. Our school is establishing partnerships with our Aboriginal community and local AECG.

Kulnura Public School received additional funding to support low socio-economic students, Aboriginal students, literacy/numeracy initiatives, location loading and low level adjustments for students with a disability.

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.

In 2017 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.

In the domain of Learning the school continued to focus on Student Wellbeing as well as Curriculum and Learning. A whole school approach to consistent positive behaviour has assisted in supporting and improving student learning. Language Learning and Literacy (L3) and Seven Steps of Writing were a focus in specific school initiatives. The introduction of STEM lessons had an impact on student engagement and will continue to be a focus in future years. Our Creative Arts program which includes dance and choir has contributed to students being actively engaged in meaningful, challenging and future focused learning experiences within the local and wider community.

In the domain of Teaching the school continued to focus on Effective Classroom Practice and Collaborative Practice. The development of individual educational learning plans in consultation with parents through three-way interviews assists teachers to regularly monitor students' learning and adjust teaching programs accordingly. Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. They regularly use student progress and achievement data to inform lesson planning. Teachers are actively involved in regular planned curriculum groups including writing, science and professional development within the Kariong Mountains Learning Community and opportunities to engage and learn with the Small Schools Network.

In the domain of Leading, Performance and Development Plans remain the basis for purposeful leadership roles. Teachers continue to take opportunities on curriculum committees within the school, Kariong Mountains Learning Community and the Small Schools Network. Each teacher has responsibility with curriculum input within the Small Schools Network and Kariong Mountains Learning Community. The school successfully fosters collaboration with all stakeholders through regular P&C meetings and community engagement initiatives and events.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

Developing responsible and engaged students

Purpose

A whole school approach to positive behaviour for learning in partnership with the whole school community and high expectations will be held for student attendance and behaviour to have active, engaged learners and a strong student voice within the school and wider community.

Overall summary of progress

- Positive Behaviour for Learning was implemented across the whole school.
- Staff emphasised Caring, Courtesy and Cooperative initiatives into class lessons and wellbeing programs.
- Students were introduced to the development of SMART learning goals for self monitoring purposes.
- Our Aboriginal families were introduced to Personalised Learning Plans with their class teacher.
- Our NAPLAN analysis over last three years will be a focus on planning and development in literacy and numeracy 2018–2020.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff leading student wellbeing programs in the school.	\$1500– relief teacher training	All staff are trained in Positive Behaviour for Learning and leading a variety of student wellbeing programs, including Stephanie Alexander Kitchen and Garden Program, with 100% of students engaged in the activities.
Decrease the rate of daily partial attendance from 20% to 10%.		2017 attendance data indicated an average of 93% of student engaged in cross curricula activities. Teachers using electronic roll marking to monitor student attendance.
Data to indicate an increase of at least 20% of students participating in and leading cross-curricula activities within the school and community over a 3 year period.		2017 Tell Them From Me survey data, with 26 student respondents, indicated that student participation in sport was 93%, 10% above the NSW Government Norm. Student participation in extra-curricular activities was 57%, 2% above the Government Norm. This shows a positive participation rate, however, baseline data is not available.
Increase from 75% to 85% of parents and community members participating in school programs and initiatives		The 2017 Tell Them From Me Partners In Learning Parent Survey, which had 26 respondents, indicated that 96% of parents attend meetings with teachers one or more times per year. The voluntary work survey indicated that 52% of parents surveyed assisted with school sport, the canteen, in other ways across the school and only 24% supported students in the classroom. In 2016 only 20% of parents responded to the survey compared to 66% in 2017.

Next Steps

* Our 2018–2020 school plan outlines a the whole school approach to student wellbeing where students connect, succeed and thrive through each stage of their schooling. They have opportunities to develop and embed innovative,

evidenced based, future focused learning practices.

* These initiatives will include and are not limited to; Minecraft Education Edition, STEM lessons and Small Schools Spectacular.

* The students will plan personal learning goals each semester and develop these through online learning goals. Parents will be an integral part of the learning goals through 3 way conferences and direct feedback through online learning goals.

* Staff will be monitoring learning outcomes through the online learning tools to facilitate effective feedback and personal goal setting opportunities for their students and parents.

* Embed practice of using data analysis for programming K–6 by applying consistent assessment practices.

* Increase number of students reaching benchmarks in writing by the end of Year 2 from 33% to 60%.

* Increase the number of students exiting intervention through reaching benchmarks from 62.5% to 80%.

* Investigate effective growth practices in Numeracy and Literacy to increase growth in both by 50% based on 2017 data.

* Continue to build the number of Aboriginal students reaching the top two skills bands in NAPLAN with a focus on reading and writing in Year 3 and spelling, writing and numeracy in Year 5.

* Apply consistent assessment practices across K–6 classrooms and measure increases in results based on baseline data from the beginning of 2018.



Strategic Direction 2

Quality teaching and learning practices

Purpose

Students to be actively engaged in meaningful, challenging and future focused learning experiences to ensure they develop a love of learning.

Building teacher capacity through professional development to ensure a deep understanding of teaching content and high expectations for every student.

Overall summary of progress

- Student wellbeing is monitored closely and effectively with the use of ESR resources. The tracking of students is regularly updated by all staff including admin staff. Parents are better informed in a timely manner.
- Staff have training in online learning tools including introduction to mGoals, ESR student wellbeing, EBS4 and 7 Steps to Writing Success.
- Teacher professional learning in Writing aspect of Literacy continuum and whole school discussion around improvements and adjustments as required.
- Ongoing Professional Learning for L3 teacher and support from L3 Coordinator for new scheme teacher .

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% of Kindergarten students will achieve in cluster 4, with a Reading Recovery level 5 or more.	L3 Ongoing Professional Learning –\$1690	70% of students in Kindergarten achieved cluster 4 of the literacy continuum with a reading level of 5 or higher.
An increase of 8 % of students in top 2 skill bands for Reading and Numeracy in Years 3 and 5.	Seven Steps Writing training for teachers \$2400 Resources \$1500	Student achievement over time shows an average of 22.3% achieving top 2 bands in Reading in Year 3. 26.9% achieving top 2 bands in Year 5 Reading. Year 3 scored an average of 22.6% in the top 2 bands of Numeracy whilst Year 5 scored an average of 35.1%
30% of Aboriginal students achieve in the top 2 skill bands for Reading and Numeracy.	\$4 113– SLSO support.	No data due to number of Aboriginal student enrolments.

Next Steps

- * Draw on research to develop and implement high quality professional learning in literacy practices.
- * Draw on research to develop and implement high quality professional learning in numeracy practices.
- * Staff will collaboratively develop differentiated teaching and learning programs that will be implemented across classes/stages, adjusted for individual learning needs in key learning areas.
- * Team teaching, mentoring and coaching occurs within the school and across the school learning community to build staff capacity and expertise in literacy and numeracy.
- * Teachers engage students and parents in planning and reporting to develop and share expected student learning outcomes.



Strategic Direction 3

Collaborative community partnerships

Purpose

To establish collaborative and supportive partnerships which support students' learning and acknowledge the contributions and diversity of all families in the school community.

Overall summary of progress

- * Parents involved in PBL training in May 2017.
- * All staff attend one P&C meeting in 2017.
- * Continued representation at Coinda Local AECG meetings.
- * Staff and parents worked collaboratively in Mangrove Mountain Country Fair.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
"Tell Them From Me" Parent survey indicates increased parental involvement in learning initiatives and supporting their child's learning.	\$1200	TTFM survey indicates 88% of students have talked with their teacher at least once throughout the year. 43% indicated they have at least 3 discussions with their child's teacher. An average of 40% of parents attended numerous events at school like Centenary Anzac Ceremony, Easter Hat Parade, Mother's and Father's Day Breakfast.
Increased home/school communication in website hits, school app subscriptions, on line surveys.		Parents indicated that social media, school newsletter, P&C meetings and emails were the most common uses of communication with the school with all mediums having approximately 30% increase over the last 2 years.
100% of Aboriginal Students and parents engaged in identified and relevant programs within school.		All Aboriginal students have completed Personalised Learning Pathway Plan with teacher and parent.
School actively involved in the rural and wider local community events.		All students involved in Country Fair Art competition in which Kulnura named Best School Art. .Stage 3 students performed in Central Coast Dance and Choir Festivals. Small Schools Network hosted major events in Sport, Healthy & Safety Active Lifestyle and Aboriginal Cultural Days.

Next Steps

- * Staff actively engage with learning communities and networks to build staff capacity and improve student learning outcomes.
- * The school engages in strong collaborations between staff, parents, students and the community that inform and support student learning.
- * Teachers and leaders from a range of schools meet regularly to demonstrate and share best practise, resources and innovative ideas.

*Parents, carers and the broader community, including P&C and AECG collaborate with teachers within the school to provide a range of services and learning experiences.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4 113	Every Aboriginal student and their parents participated in Personalised Learning Pathway meeting with their teacher. NAIDOC Celebrations at school and day of activities with Peats Ridge PS, Central Mangrove PS and Somersby PS involved.
Low level adjustment for disability	\$29 280	Employment of SLSO to support students with learning needs.
Quality Teaching, Successful Students (QTSS)	\$4 571	Employ casual for smaller class sizes.
Socio-economic background	\$14 786	Employed casual for smaller class sizes. Teacher Librarian RFF one day a week.
Professional Learning/ Literacy & Numeracy	\$6 005	Teacher Professional Learning in Seven Steps to Writing Success and Positive Behaviour for Learning.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	41	33	26	37
Girls	39	31	32	32

The enrolments for Kulnura Public School have remained steady over the past three years. In 2017 we started with 69 enrolments and finished the year with 65 enrolments.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.6	92.6	92.4	92.9
1	96	94.7	93.5	95.8
2	92.5	95.6	94.6	93.7
3	94.3	88.9	96.2	96.8
4	97	92.3	89.2	94.1
5	88.2	97.5	93.6	91.4
6	95.5	82	93.3	94.9
All Years	93.6	91.2	93	94.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

School attendance data has remained consistently similar to State DoE attendance data.

Maintenance of attendance rolls

Classroom teachers mark an attendance sheet each day with the school rolls being maintained on the administration computer system in EBS4.

Partial absences are recorded at the school office and then transferred to the computerised roll system. Students who are late or who leave early are issued with a Partial Absence slip which must be given to the teacher as an indication that the partial absence has been recorded centrally.

Monitoring attendance

Regular roll checks will be made by both the Principal and the Home School Liaison Officer(HSLO) to ensure that all students maintain an acceptable attendance pattern.

If a classroom teacher is concerned about lack of attendance or consistent lateness they seek advice from the Principal so that rectification measures can be taken or a referral made to the Learning Support Team (LST).

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

Kulnura Public School has one Aboriginal teaching staff currently employed.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Kulnura Public School have three pre 2004 permanent teaching staff who are proficient and one new scheme teacher currently undergoing accreditation with NESAs.

Professional development for staff consisted of weekly Teacher Professional Learning (TPL) sessions as well as compulsory whole school TPL aligned to school plan targets. Individual teachers also attended professional learning courses as aligned to their personal professional learning goals. In 2017, our total RAM budget provided for TPL activities was \$6 005. We supplemented this amount by utilising QTSS allocation, Literacy and Numeracy loading and socio-economic equity loading to meet school plan goals as well as individual Personal Development Plan goals.

All staff (teaching and SASS) completed the following: Child Protection updates, Anaphylaxis and Asthma training CPR training, Code of Conduct and WH&S Induction.

Teaching staff have completed: STEM conference, Seven Steps to Writing Success, Austswim Accreditation, Small Sided Football Coach Level 1, Language, Learning and Literacy (L3) OPL, EAL/D Orientation, Flexible Learning Space Design, Halogen Young Leaders Conference, Transition to Kindergarten workshop, PDHPE syllabus training, MyPI training, Literacy Pro workshops, PBL Training, ConnectEd Leadership Conference, 8 Ways Learning refresher, Futsal Coaching course, Principals Induction Conference, AVID workshops, School Plan workshops and Road Safety workshops.

SASS staff completed: Performance and Development training, EFPT training, SASS Conference and SAM Network Meetings.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	46,812
Revenue	688,300
Appropriation	644,730
Sale of Goods and Services	0
Grants and Contributions	42,782
Gain and Loss	0
Other Revenue	0
Investment Income	788
Expenses	-697,947
Recurrent Expenses	-697,947
Employee Related	-600,230
Operating Expenses	-97,717
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-9,647
Balance Carried Forward	37,164

Kulnura Public School was audited at the request of Principal. The audit findings outlined discrepancies with the finances. The bank queries list on GL report shows unreconciled transactions (red dots). The school has been reviewing and identifying discrepancies.

*A report/list of all red dots since the implementation of LMBR has been created. They are a work in progress and with assistance from Edconnect and will continue until all issues are resolved.

Th

*The bank queries list on GL Account report is now being run each week to ensure any discrepancies are cleared in a timely manner.

*We are aware of the audit requirements for the purchase of non contract items and do in fact obtain quotes to ensure value for money and that we are not being overcharged. In regards to the admin upgrade in 2016, quotes were received however due to staff changes (ie. absence of the permanent SAM and Principal) these quotes were misplaced and not filed with the successful supplier payment information.

Every endeavour has been made to locate the relevant paperwork however, unsuccessful.

A discussion with the Auditor has made us aware that

we are able to attach future quotes to SAP shopping carts and make additional notes as required for audit purposes.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	585,987
Base Per Capita	8,864
Base Location	5,446
Other Base	571,677
Equity Total	48,179
Equity Aboriginal	4,113
Equity Socio economic	14,786
Equity Language	0
Equity Disability	29,280
Targeted Total	0
Other Total	4,584
Grand Total	638,750

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.

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.

The Year 5 average NAPLAN scores over time in reading has increased and exceeded similar school group and state average for 2017.

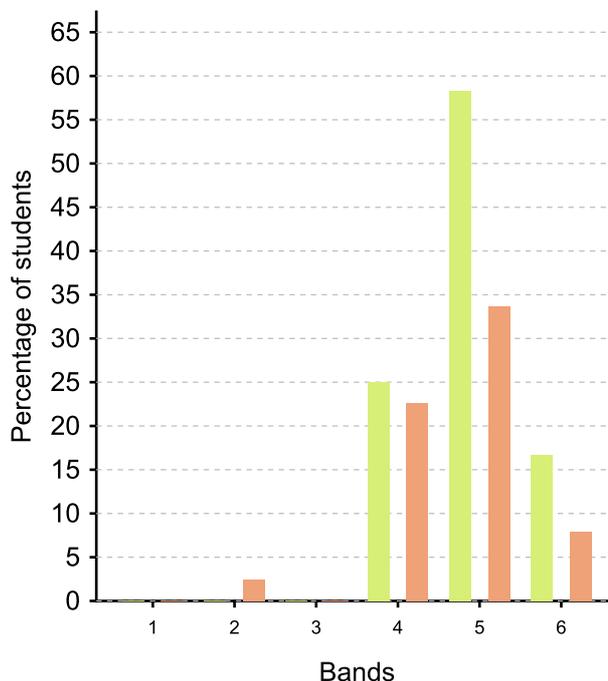
The Year 5 average NAPLAN scores over time in spelling has increased and exceeded similar school group and state averages.

The Year 5 average NAPLAN scores over time in grammar and punctuation has increased and

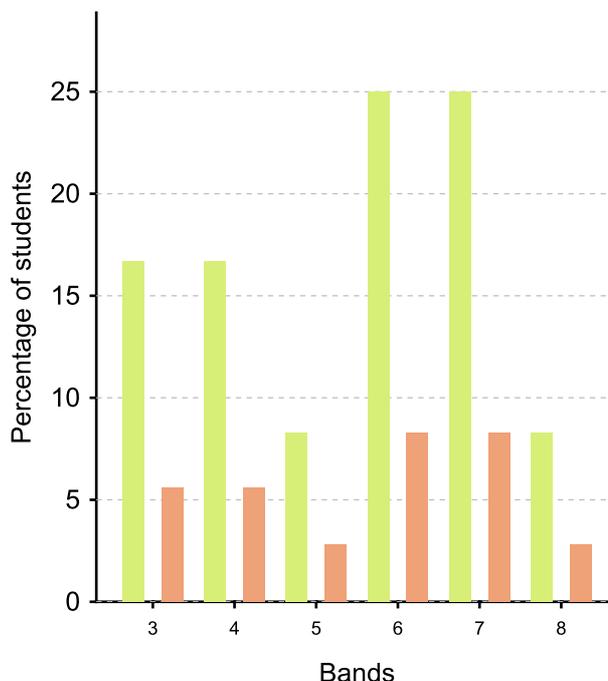
exceeded similar school group averages.

The Year 3 average NAPLAN scores over time in writing has increased and exceeded similar school group and state averages.

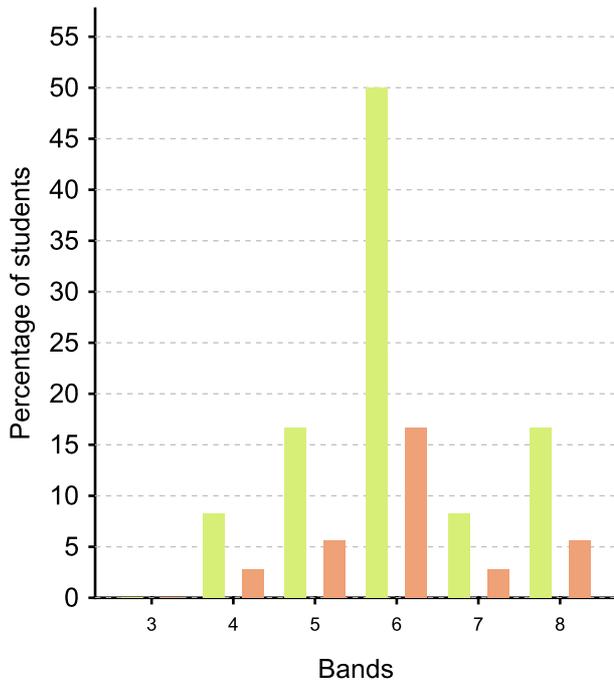
Percentage in bands:
Year 3 Writing



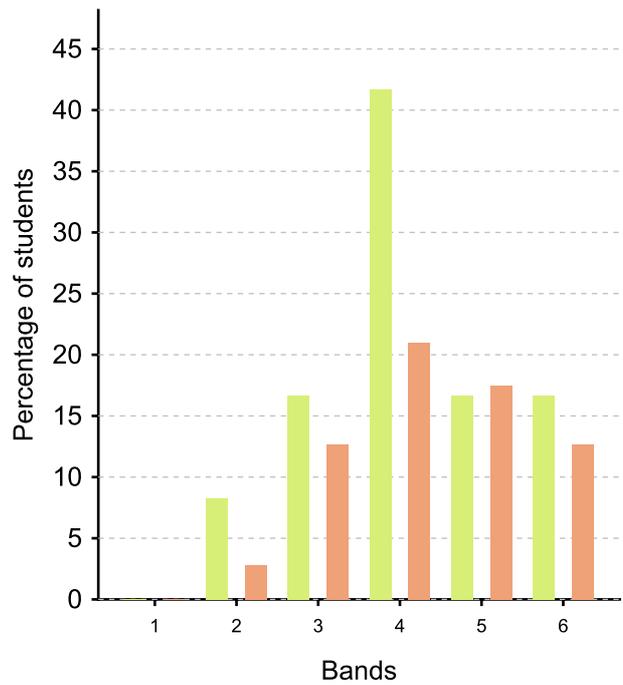
Percentage in bands:
Year 5 Grammar & Punctuation



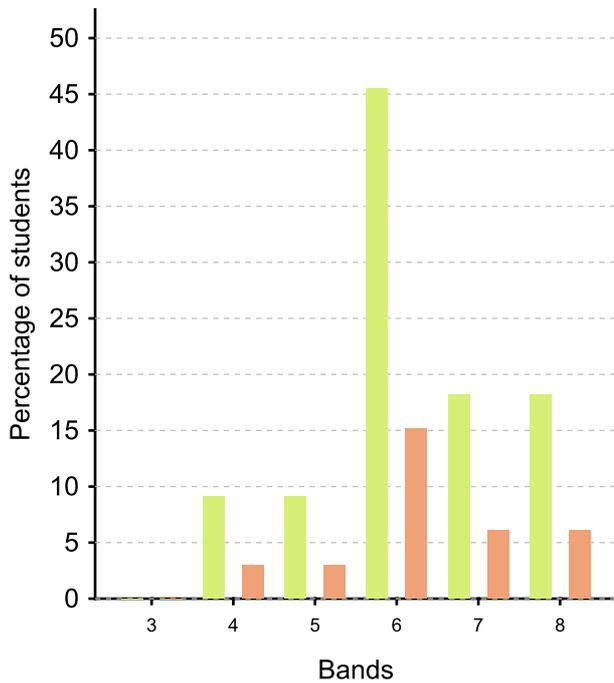
Percentage in bands:
Year 5 Spelling



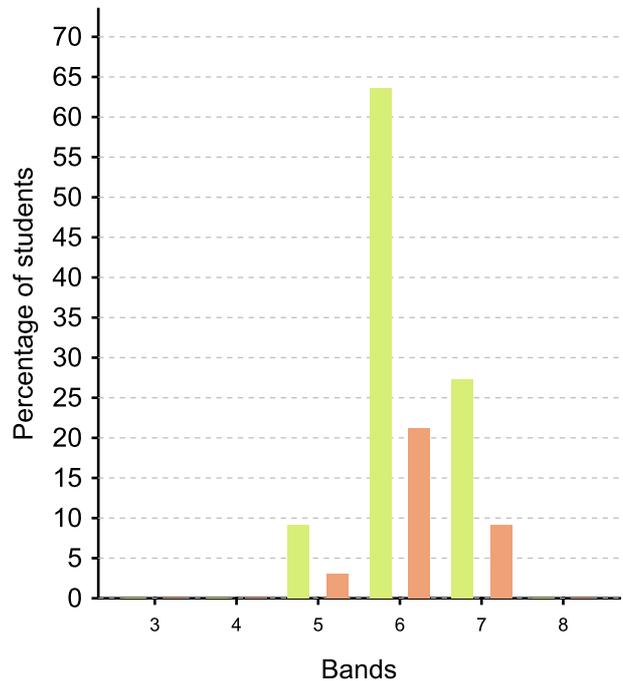
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Numeracy



The Year 3 average NAPLAN scores over time in Numeracy has increased and exceeded similar school group averages.

The Year 5 average NAPLAN scores over time in Numeracy has increased and exceeded similar school group averages.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Kulnura Public School presents the underlying data used to determine the baseline percentages of

NAPLAN results in the middle 2 and top 2 bands, to support monitoring for the Premier's Priorities. The data represents pooled results across 2015, 2016 and 2017, for reading and numeracy, for Years 3 and 5 students. Pooled results provide a more stable and reliable indication of a school's NAPLAN performance. Kulnura Public School achieved an average of 60% in the middle 2 bands and 30% in the top 2 bands. There were insufficient data to report on Aboriginal students over the three years.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Partners in Learning Parent Survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

This report provides results based on data from 26 parents in this school who participated in the survey between 22 Aug 2017 and 12 Oct 2017.

The findings from parents are; I feel welcome when I visit the school– 8.4 exceeded state averages and the school's administrative staff are helpful when I have a question or problem– 8.8 exceeded state averages. The school needs to be creative and develop ideas around scheduling activities at times when parent can attend. In reporting and informing parents, they believe that reports on my child's progress are written in terms they understand and most parents would like more reporting on the areas of social and emotional development.

The Tell Them From Me student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 24 students in this school that participated in the survey between 21 Mar. 2017 and 2 Apr. 2017. The number of students by year level is: Year 4: 6, Year 5: 12 & Year 6: 6. The Tell Them From Me Partners in Learning Student Survey outlined participation in extracurricular activities where students take part in art, drama, or music groups; extracurricular school activities; or a school committee. 57% of students in this school had a high rate of participation in extracurricular activities. The NSW Govt norm for these years is 55%. 78% of the girls and 42% of the boys in this school had a high rate of participation in extracurricular activities. The NSW Govt norm for girls is 67% and for boys is 43%.

Students with a positive sense of belonging feel accepted and valued by their peers and by others at their school– 88% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 81%. 90% of the girls and 85% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.

The Focus on Learning Teacher Survey has outlined Leadership and Technology as areas out of the eight drivers of student learning that they feel strongly supported within the school. School leaders have helped create new learning opportunities for students and supported teachers during stressful times. The teachers feel that they are able to discuss learning problems of particular students with other teachers as well as talk with other teachers about strategies that increase student engagement. Areas for development where our teachers feel they need support include being more effective in working with students who have behavioural problems and regularly using data from formal assessment tasks to decide whether a concept should be taught another way.



Policy requirements

Aboriginal education

Kulnura Public School received Aboriginal background funding in 2017. Our plan included:

The school celebrated a dedicated week of learning experiences and celebrations for NAIDOC & Sorry Day. The Aboriginal students were also supported with school learning and support officer one day per week to support learning in Literacy and Numeracy with Individual Learning Plans developed through personalised learning meetings with parents and teachers. 8 Ways of Learning Pedagogy continued to be embedded across all KLAs and there will be a refresher course offered for all staff in 8 Ways of Learning in 2018.



Multicultural and anti-racism education

Kulnura Public School continues to promote multicultural education through a range of initiatives including teachers recognising and responding to the diverse cultural needs of the school community. Classroom teachers and the teacher librarian work cooperatively to develop strategies that best cater for student's individual needs. Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all. Tolerant attitudes towards different cultures, religions and world views are promoted. Teaching and learning programs support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds. One staff member is currently trained as the Anti-Racist Contact Officer (ARCO). The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working beliefs and practices. Kulnura Public School celebrates Harmony Day and National Day of Action Against Bullying annually and the parents and community were invited to participate in 2017.