

Kurmond Public School

Annual Report



2017



2340

Introduction

The Annual Report for 2017 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 absolute pleasure to once again lead Kurmond Public School through a year of academic and sporting excellence. Our focus for 2017 has been to provide quality education to our students in a nurturing and supportive learning environment.

The classrooms, the gardens, the playground – they are all just places, objects, things. Every school has them however, the real wonder of Kurmond is in the people – our students, teachers and parents. They are the real “wonder” of Kurmond that we come together for so long and be so good.

2017 has been a brilliant year, with many successes, both academically and socially. Students’ spelling, writing and numeracy skills have seen a marked improvement. As have the consistent expectations in all settings at school with the continued Positive Behaviour for Learning initiative.

Our percussion, choir and dance groups rocked open days, Hawkesbury Dance Festival, Kurrajong Nursing home and Richmond Market Place. Our Education Week Celebrations were a smorgasboard of events allowing our community the flexibility and opportunity to experience the learning occurring at Kurmond. Our Library again had stunning results on Open Day with our colossal book fair.

Our camps and excursions complemented the work done in classrooms and were memorable experiences for the students and their teachers.

The accolades kept coming this year with phenomenal individual performances in public speaking, debating, spelling and Operation Art. It has also been an amazing sporting year with students being provided with numerous opportunities to attend gala days, sporting carnivals, zone and regional events as well as expert coaches to teach students skills in tennis, basketball and NRL. These were all made possible through the Sporting Schools grants that the school applies for each term and funds the coaches to build the students’ and teachers’ capacity.

I thank the wonderful staff for their hard work throughout the year, and for maintaining their positivity and support. Schools have had a lot of changes and increased demands in recent years, but our core business of teaching and learning remains at the forefront, as it should be.

The Leadership team consisting of Miss Foster, Mrs Palmer and Mrs Roberts have supported staff, students and myself in the ongoing delivery of quality Education for our students by making every minute count and ensuring that there is a year’s growth for every student for a year’s teaching. In particular during 2017, the Leadership team have led the school community through the external validation process. This allowed the school to critically evaluate programs and systems which are in place and to provide future directions for our next three year plan.

The office staff led by Mrs Jenni Ropa are outstanding people and regularly go above and beyond the call of duty to help our students, staff and parents.

Our school learning support officers do a fabulous job in supporting the teachers and students in and out of the classroom.

2017 has been a wonderful year of ongoing support from the parent community for our great school. Kurmond PS is the envy of many other schools in many ways, but the strong partnership we share with our school community is right there at the top of the list. This is best illustrated when we have events such as Family Disco, Mothers Day Morning Tea, Fathers Day afternoon Tea and Carols Concerts. The school’s P & C contributes a large amount of funds through the events they organise however, the positive community spirit that is achieved is something money can’t buy.

Our amazing students have continued to work extremely hard in and out of class which has been magnificent, along with their impeccable behaviour in a wide range of situations. Kurmond’s school motto is Success through Endeavour, and students constantly display these qualities in all they do. I am proud of our students’ achievements in 2017 and wish them continued success.

Patricia Beggs

Kurmond Public School Principal

Message from the school community

This school year has passed us all at an incredible speed! It has been a busy year for all at school and in particular from the P&C point of view in maintaining events such as Discos, Mothers' Day stall, Fathers' Day stall, District Athletics Carnival to name just a few. These are examples of just some of the activities the P&C coordinate, these events act as both great fund raising activities, and social events for children and parents, with the key goal of supporting our school, Principal Mrs Beggs and the wonderful teaching staff and ultimately our children in their primary school journey.

The P&C have successfully managed the Uniform Shop and Canteen exceptionally well again this year. The Canteen has become a stand alone committee due to the massive effort that is required. The Canteen has continued to deliver our children a new and improved healthy menu which changes seasonally. This committee also covers most of the food involved in P&C events.

I would like to thank our community members who have donated cakes, drinks, time, work of any form or just people who came to support these events. By supporting the P & C and the events which are organised is essentially helping all the kids.

A special thanks to Mr McDonald for helping the P & C to gain the district athletics carnival catering once again this year and also to Rachel Jullian who pulled off the organising brilliantly once again. Thanks to events like this we managed to spend around \$30,000 towards key resources for our children's learning environment.

Also I would like to thank Mrs Beggs, Mrs Palmer, Miss Foster, Mrs Roberts for your attendance and input at all of our P & C meetings and of course thank you to the P&C members themselves. To finish I have to point out some reasons why you should join the P&C next year.

P & C activities create opportunities for parents, carers, relatives, students and staff to interact, building a feeling of respect and a stronger, safer, school community.

When you participate, you benefit by:

- meeting other parents in the community;
- understanding more about what happens at school;
- getting to know the teachers better;
- sharing your skills; and
- setting a good example for your children.

Your children will benefit too. Research shows that when parents are involved, students get better grades, have a better attitude to school and improved behaviour.

Mr Lionel Tomich

Kurmond Public School P & C President 2017

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 and participated in the Department of Education's external validation process. 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. During the external validation process, an independent panel of peer principals considered the evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated –

Learning–

In the domain of Learning the school's self-assessment is consistent with the evidence presented in 3 element/s and is validated using the School Excellence Framework. In the element of Curriculum and Learning the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the element of Student Performance Measures the evidence presented indicates the school is operating at the Delivering stage.

Teaching–

In the domain of Teaching the school's self-assessment is consistent with the evidence presented in 4 element/s and is validated using the School Excellence Framework. In the element of Data Skills and Use the evidence presented indicates the school is operating at the Sustaining and Growing stage.

Leading–

In the domain of Leading the school's self-assessment is consistent with the evidence presented in 2 element/s and is validated using the School Excellence Framework. In the element of Leadership the evidence presented indicates the school is operating at the Excelling stage. In the element of Management Practices and Processes the evidence presented indicates the school is operating at the Excelling stage.

Our self-assessment and the external validation 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

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

PLAN data, school assessment data and NAPLAN results are accessed to inform teaching and learning and tailoring programs to the identified needs of individual students. Tracking of students' progress has been established to track student achievement and Learning and Support interventions.

Staff have received professional learning in curriculum and reform areas to increase their capacity to deliver highly effective teaching and learning programs in quality teaching of spelling, writing and numeracy.

The Leadership Team has received professional learning on Visible Learning principles and these are being implemented into classrooms at Kurmond Public School.

Teaching programs reflect strategies implemented for a differentiated curriculum based on students' needs.

The focus for professional learning has been on improving students' spelling and writing skills.

The use of technology for improved communication with parents and the community, programming and assessment has been implemented with the implementation of Class Dojos and Google Classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers' programs address current, NSW syllabus outcomes and content and are differentiated to meet the learning needs of their students.	Nil funds expended as collaborative programming has occurred through stage team planning sessions during the last week of each term with RFF, LaST programs and the principal's timetable being utilised to allow teams time to plan.	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.
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.	\$500	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.

Next Steps

- Teaching and learning documents continue to demonstrate quality teaching principles incorporating current research and evidence based practices.
- Teachers articulate and display learning intentions and develop success criteria with their students to drive further achievement.
- Teachers work collaboratively to develop learning programs responsive to student data and individual student needs.



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

The school has continued to implement the recommendations of the Positive Behaviour for Learning set which was completed in the previous year. Behaviour expectations have been explicitly taught, visual signage, reinforcement of expectations and free and frequent rewards have also been introduced.

School Learning Support Officers and support from Learning and Support Teachers in classrooms has targeted particular students and groups of students for Literacy and Numeracy intervention programs..

The on going development of Individual Education Plans for students with identified learning needs and Personal Learning Pathways for Aboriginal students has been an on going focus for differentiated and targeted support for students. Along with a greater focus on the use of data to inform teaching and learning has resulted in students receiving support for their learning needs.

The use of measuring effect sizes for measurement of teaching and learning impact has been implemented for spelling during 2017. The Leadership Team has reviewed and analysed school based data against the Learning continuums to determine progress on student learning targets.

There is evidence that the Australian Curriculum is embedded into programs through the continued use of collaborative stage planning sessions.

The continued implementation of the Words Their Way Spelling Framework and Seven Steps to Writing Success has resulted in a marked improvement in students' spelling and writing achievement. Likewise the continued implementation of Targeting Early Numeracy (TEN) strategies and Newman's Error Analysis is also resulting in students' numeracy achievement..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students achieve positive growth on NAPLAN assessment data from Year 3 to Year 5.	Integration Funding Support \$18 000 Socio-Economic Background Funding \$25 034 Aboriginal Background Funding \$4 300 Low Level Adjustment for Disability Staffing – \$60 944 and Flexible – \$50 408	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.
Engaging, differentiated learning will be evident in all classrooms.	Integration Funding Support \$18 000 Socio-Economic Background Funding \$25 034 Aboriginal Background Funding \$4 300	Individual Education Plans for students with identified learning needs and Personal Learning Pathways for Aboriginal students are developed in consultation with key stakeholders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Engaging, differentiated learning will be evident in all classrooms.	Low Level Adjustment for Disability Staffing – \$60 944 and Flexible – \$50 408	Individual Education Plans for students with identified learning needs and Personal Learning Pathways for Aboriginal students are developed in consultation with key stakeholders.
ICT will be integrated into all Key Learning Areas and made accessible to all staff and students	P & C Funds, T4L roll outs and school funds for lap tops for staff use	<p>Purchase of screen and projector for the school hall.</p> <p>Sound system upgrade in the school hall and in COLA area. Additional intercom sets located in the library and school hall.</p> <p>Two new neo panels purchased for Stage 3 classrooms.</p> <p>Identified staff experts provided mentoring and modelling to staff within their classrooms, using iPads and BeeBots across a range of Key Learning Areas.</p> <p>2017 T4L roll out was used to upgrade computers for use in classrooms and 2 for staff use in the staffroom.</p>
Consistent language throughout the school is utilised to reinforce behaviour expectations.	\$4 300	<p>New signage and consistent language used throughout the school with the purchase of focus behaviour display boards for all settings and a large one for the COLA area. This was the second stage of our school's branding with signage placed in all settings of the school to reinforce behaviour expectations.</p> <p>Thirty-one students (18%) achieved the highest possible merit award 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>

Next Steps

- Implementation of Growth Mindsets, effective feedback, learning intentions and success criteria within all classrooms and all subject areas.
- Increased engagement of targeted students with the introduction of the Chaplaincy Program.
- Delivery of engaging learning experiences aligned to the school's teaching and learning overview and NSW Syllabus documents.



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

Parent Learning sessions have been organised and presented on research based practices which the school has been implementing.

The school's behaviour expectations have been explicitly taught to students in all classrooms and are displayed in all school settings. Improved signage around the school displays the focus behaviours and is referred to and reinforced by all staff.

School grounds and facilities have been maintained and improved. This has included the sound system throughout the school in case of emergencies and connectedness with all areas of the school.

The introduction of the Tell Them From Me surveys for students, staff and parents to gauge the school community's feedback on various aspects of the service which is offered at Kurmond Public School.

Some progress has been made with the improvement of the Kindergarten and Year 7 transition program. Community links with the local preschool have been strengthened with pre-schoolers attending school events at Kurmond and a school readiness presentation being made for the parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Families of Kurmond Public School and the local community are a part of a positive school culture.	\$657	Community events have been strongly supported by students, parents and staff. The promotion of the school through Facebook, Class Dojo, local advertising and writing articles for the Hawkesbury Gazette has continued to celebrate the learning and events which are organised for the school community.
School families are informed about their students, teaching and learning, and school events and feel valued and connected to the school community.	Nil	Parent Information Sessions have continued to be presented to parents on topics which support their children's learning. These have been organised for during school time and prior to the start of P&C meetings. Transition opportunities have been offered through the Colo Learning Community for Year 6 entering into Year 7 and Pre schoolers starting Kindergarten. These programs have been organised as part of the school's timetabling and therefore funding has not been necessary.

Next Steps

- All classes to implement Class Dojos to communicate with parents and share student work through class stories.
- Further extension of the transition program for students entering Kindergarten and linkages with the Colo Learning community to remain a priority.
- Continued organisation and presentation of topics for parents to support their children's learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>Learning and Support Flexible Funding = \$17 625</p> <p>Staffing Allocation for 2017 0.6 = \$60 944</p> <p>Total = \$78 569</p>	<p>Analysis of data by teachers and Learning Support Team 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>
Quality Teaching, Successful Students (QTSS)	<p>Kurmond Public School QTSS allocation for 2017 was \$14 627. Time from the Principal's timetable was also utilised to support QTSS.</p>	<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.</p> <p>In 2017, QTSS funding was utilised in a variety of ways. It has allowed staff to be mentored by their team leaders and improve professional knowledge and practice.</p> <p>Teachers have been involved in mathematics demonstration lessons utilising explicit number strategies, writing instruction using the Seven Steps to Successful Writing and Words Their Way Framework.</p>
Socio-economic background	\$25 034	<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 best plan individualised and explicit differentiated learning.</p>
Aboriginal background loading	\$4340	<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 Develop, communicate and negotiate individual student's Personalised Learning Pathway and regularly monitor these to ensure the student's engagement, wellbeing and aspirations are met.</p> <p>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>



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	87	95	85	80
Girls	105	106	103	98

Student enrolment for 2017 was 178. Forty-eight percent of the student population were boys and fifty-two percent were girls. Our school population comprises of 10% of students from language backgrounds other than English and 5% of the student population identify as Aboriginal and or Torres Strait Islanders.

Student enrolments have not increased since the implementation of the School's Enrolment Policy. The school has explicit procedures for the enrolment of students who are not in the local drawing area. The policy is adhered to with fidelity and reflects the Department of Education's Enrolment Policy. A panel comprising of the Principal, a staff member and a parent member exists which considers out of area enrolment applications. Feedback on the panel's decision is communicated by the Principal 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 the school enrolls students in the designated catchment area.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	96.1	95.6	96
1	95.5	94.7	95.1	96.3
2	96.5	94.6	91.9	93.8
3	95.5	95.7	94.2	95.7
4	95	95.4	92.6	94.7
5	93.3	95.1	91.8	94.3
6	95.6	94.2	95.3	93.7
All Years	95.3	95.2	93.8	94.8
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

The Kurmond Public School Student Attendance Policy was developed and implemented in 2017 and reflects the Department of Education's Student Attendance Policy.

Students at Kurmond Public School are encouraged to achieve 100% attendance rates every term. Students are acknowledged at the school assembly, in the newsletter and at the Presentation Ceremony as per the school policy when this occurs. The school's overall, attendance rates have improved in 2017 and are now above the state DoE average.

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. Class teachers send written notification home to parents and caregivers if the student returns from a period of absence without an explanation.

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 everyday and arriving on time. Teachers address attendance concerns through organised parent / teacher interviews and support from their team leaders. Attendance rates are reviewed on an ongoing basis and students of concern are referred to the Learning Support Team. This team will seek the assistance of the Home School Liaison Officer with students who are on going attendance concerns.

Class sizes

Class	Total
K	24
1/2	28
1/2C	27
3/4R	23
3/4D	25
5/6A	28
5/6C	28

Structure of classes

Classes are structured based on the Department of Education's staffing formula. During 2017, students were organised into seven mainstream classes. Kindergarten were in a class with only their grade and the remainder of the school was in stage classes. The structure has allowed for cohorts of students to work in stage groups rather than grade groups. This organisation of classes has continued to have a positive impact on student wellbeing in classrooms and the playground in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.74
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.02
Other Positions	0

*Full Time Equivalent

Kurmond Public School has no staff members who identify as Aboriginal or Torres Strait Islander .

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional Learning 2017

Mandatory Training such as Code of Conduct, Emergency Care, CPR, Anaphylaxis and Child Protection training is completed as per Department of Education Guidelines.

Through programs that promote distributed leadership, professional learning, succession planning and evidence-based practice, Kurmond PS is able to build the capacity of all staff as Leading Learners. Teachers are empowered to be leaders in their classroom as a result of targeted mentoring in priority areas of literacy and numeracy, and drive their own class improvement.

School systems and practices ensure that all staff meet their legal and professional obligations through mandatory training, as well as the Performance and

Development Framework. As a result of the school's ongoing commitment to professional development, all teachers regularly engage in Teacher Professional Learning at least once per week.

The school Leadership team, including the school executive and aspiring leaders, have engaged in external professional learning and with collegial networks in order to support the development of skills that will continue to inspire Leading Learners.

Kurmond Public School's commitment to the ongoing professional development of all staff is highlighted by the school's processes around the Performance and Development Framework. Teachers are encouraged to actively engage in the process by identifying personal goals that will not only improve their own performance but are aligned to school priorities and the Australian Professional Standards for Teachers. These goals include a focus on teaching practice, curriculum, accreditation and leadership. The school's leadership team supports the process by timetabling opportunities for all staff to complete observations and feedback, which are a key part of the process. As a result, all staff have Professional Development Plans in line with Department of Education guidelines.

Literacy

With a key priority focusing on improved teaching in literacy, the school's Leadership and Literacy teams identified writing as a target area. Using QTSS funding, an expert teacher was timetabled to provide mentoring to all classes in the school. In five week blocks, the teacher visited classrooms and modelled effective teaching strategies in writing in order to develop the capacity of all staff.

As a result, the quality of writing programs across the school has improved, as evidenced by work samples collected as part of whole school assessment and consistent teacher judgement processes. This is reflected in both improved PLAN and NAPLAN data, with 75% of students in Year 3 achieving bands 5 and 6, up from 38.4% the previous year.

All Stage 1, Stage 2 and Stage 3 teachers attended the Words Their Way professional learning session off site delivered by Pearson in order to implement the program in all classrooms with fidelity. The school's NAPLAN spelling results have seen a marked improvement due to the implementation of this framework.

All staff were involved in the Seven Steps to Successful Writing professional Learning during a staff development day with other schools from the Hawkesbury Network. All classes have implemented the strategies outlined in the program with excellent success as evidenced by the improvement in the school's NAPLAN writing results in 2017.

Numeracy

After the implementation of the TENS program in K–2, the Numeracy team discussed the benefits of a similar approach with 3–6 to improve teaching methods around

Aspect 4 of the Numeracy Continuum (Place Value). An expert teacher was identified and time was allocated within the school timetable to allow for formal mentoring with all Years 3 to 6 teachers. Students were assessed using SENA 3 and 4, and this data was used to plot the students on the Numeracy Continuum. This enabled teachers to identify the learning needs of all students and provide targeted learning activities. The expert teacher modelled effective teaching strategies through specific, targeted learning activities for four weeks, with the classroom teacher repeating these activities across the week, building confidence in the content and delivery. Teacher feedback indicated increased efficacy not only ineffective teaching strategies in Aspect 4 but also in the use of assessment data to drive teaching and learning.

Quality mathematics teaching is characterised by explicit, systematic teaching that encourages students to move beyond computation and engage in critical thinking. Formative and summative assessment is used to inform teaching and learning programs. It is also most effective when students are given the opportunity to explore how the concepts across and within strands are connected. These are the principles which guide the mathematics teaching at Kurmond Public School, and in particular, the Targeted Numeracy Programs implemented across the school. Our ongoing focus on strengthening numeracy has the aim of not only improving student outcomes but also the mindset of students, staff and the community towards mathematics.

Leadership

With an entirely new executive team in the last two years, the school leadership team recognised the importance of capacity building and succession planning. The team includes both the substantive school executive as well as an aspiring leader as part of their commitment to this. By engaging in professional learning, both externally and through learning alliances, the team focused on remaining up-to-date with current leadership practices and building effective teams which sustain this for improved practice. Leaders have been able to implement strategies such as communication, negotiation and self-management, from this learning, including Covey's Seven Habits of Highly Effective People and Great Teams, Great Leaders, Great Results. This will remain a school focus into the future.

Visible Learning

All staff were involved in professional learning sessions focusing on the use of Growth Mindsets with students, Learning Intentions and Success Criteria and Feedback. The Leadership team attended the Visible Learning Foundation day with view to continue to implement the principles of Visible Learning as part of the school's Strategic Plan for the next three years.

At Kurmond Public School, Teacher Professional Learning is planned systematically, in order to align with school priorities and mandatory requirements. The schedule is regularly reviewed by the school leadership team in response to staff, school and legislative needs. Teacher Professional Learning is delivered during

Tuesday morning communication meetings, Wednesday afternoon whole staff meetings, team meetings, staff development days and off site as required. Teacher Professional Learning sessions in 2017 included Learning Intentions, Success Criteria and the alignment to the Australian Professional Standards for Teachers. As a result, all teachers regularly engage in learning which is targeted to their identified learning needs and linked to school priorities.

Dynamic Teaching

The staff at Kurmond PS recognise that quality teaching practices have one of the most significant impact on student achievement, and strive to ensure that this is occurring in all classrooms, all of the time. Whole school Teacher Professional Learning has focussed on research-based practices and programs. As a result, 100% of teaching programs demonstrate evidence of this learning, such as learning intentions, success criteria or through targeted programs such as TENS.

Quality Teaching is underpinned by effective assessment practices that include assessment as, of and for learning. At Kurmond Public School, assessment is embedded in all teaching and learning programs. Teachers use a variety of techniques to gather data, ranging from formal written assessments to observation checklists. They ensure consistent judgment through moderation and discussions with colleagues, in stage teams and as a whole school. By having accurate and meaningful data, teachers are well placed to design quality teaching programs.

With five new syllabi introduced in the past five years, the challenge of providing quality teaching in all curriculum areas has been significant. The important pedagogical shift of these documents, in which skills are developed through the lens of the content, highlights that the task of schools is to prepare future focused learners for an ever changing world. The staff at Kurmond have embraced this challenge, designing completely new units of work that maximize student engagement while addressing curriculum content.

Through improved planning, assessment and feedback practices, teachers at Kurmond are focused on ensuring that they, as professionals, truly "Know thy impact". (Hattie, 2013).

All teaching staff have completed the course "Unpacking What Works Best", focussed on evidence-based teaching practices to improve engagement, and as a result, student outcomes.

In order to improve both teaching practice and the skills to work collaboratively, teachers at Kurmond PS completed the Teaching Standards in Action course "Planning Lesson Sequences". This course was focussed on using the Backwards design model of curriculum planning, an approach that has been identified as excellent teaching practice in the *Strong Start, Great Teachers* resource. The English Unit on the concept of Character has also been developed with the understanding that quality teaching recognises that knowledge, skills and understanding are best

developed when focusing on a central idea or concept (Quality Teaching in NSW Public Schools, 2003).

Collaboratively Planning for Learning

Science and Technology, History and Geography are taught as Integrated Units. This approach recognises that students are able to make more real world connections, which leads to them being more actively engaged. All staff were involved in the process of identifying linked content and skill across each of these syllabi. They then worked collaboratively in stage teams to determine suitable units and sequence of study to cover the content. As a result, all staff have teaching and learning programs that cover all curriculum outcomes and provide engaging and meaningful learning experiences for the students.

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	73,751
Revenue	1,611,402
Appropriation	1,496,414
Sale of Goods and Services	8,269
Grants and Contributions	105,272
Gain and Loss	0
Other Revenue	0
Investment Income	1,447
Expenses	-1,701,290
Recurrent Expenses	-1,701,290
Employee Related	-1,461,168
Operating Expenses	-240,122
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-89,888
Balance Carried Forward	-16,137

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.

During 2017, the school encountered the following additional costs:

- replaced three aging non operative air conditioners in classrooms and office areas;
- invested in the Levelled Literacy Intervention resources to cater for students with additional learning needs;
- purchased flexible learning furniture for classrooms and the school library;
- installed signage to reinforce the school's Positive Behaviour for Learning expectations;
- upgraded the intercom and sound system around the school for safety reasons;
- installed a sound system in the new school hall to complement the screen and projector purchased by the P and C;

- upgraded front entry point to the school and the path into the school;
- involved all staff and the leadership team to prepare for the external validation process;
- School Learning Support Officer time was timetabled for in class support to provide additional Literacy and Numeracy intervention for targeted student groups.;
- new pump out costs for newly installed septic system;
- invested in the Covey's 'All Access Passes' for Leadership development sessions;
- replaced fraying carpet in the staffroom;
- School Administrative Officer time to support service delivery to the school community.

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	1,315,761
Base Per Capita	28,731
Base Location	1,915
Other Base	1,285,115
Equity Total	111,352
Equity Aboriginal	4,340
Equity Socio economic	25,034
Equity Language	3,409
Equity Disability	78,569
Targeted Total	29,622
Other Total	47,281
Grand Total	1,504,016

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 staff made a strong commitment after analysing the 2016 NAPLAN results that a focus for our students in 2017 had to be Spelling, Writing and Numeracy. For this reason, the Words Their Way Spelling Framework and Seven Steps to Writing Success program were investigated and implemented in all classrooms.

All staff received initial training and on-going support through the QTSS timetable to plan and deliver quality lesson sequences. Lessons are differentiated for individual needs and are engaging for students resulting in the improved achievement in these areas for the Year 3 students and improved expected growth for the Year 5 cohort.

The Targeted Numeracy Programs for K–6 students have been an on-going focus for all classes through continued professional learning, resourcing and in class support with an expert teacher delivering modelled lessons in 5 week blocks.

QTSS funding has been utilised to model lessons in all classrooms and also for teachers to observe colleagues in their own classrooms.

In 2017, Kurmond Public School had a substantial increase in the amount of students in the top two bands in Year 3 in all areas as compared to the previous year.

Year 3 Students in the Top two Bands in 2017

- 20% increase in Reading;
- 37% increase in Writing;
- 33% increase in Spelling;
- 25% increase in Grammar and Punctuation.

Year 5 Student growth in Reading 2017

In 2017 Kurmond Public School had 53.6% of students achieving greater than or equal to expected growth (an increase of 15.5% from 2016).

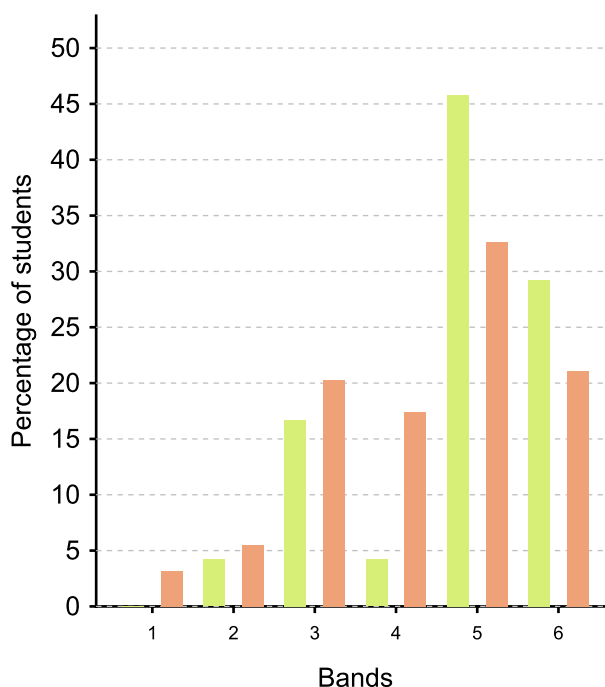
Year 5 Student growth in Spelling 2017

In 2017 Kurmond Public School had 60.7% of students achieving greater than or equal to expected growth (an increase of 41.7% from 2016).

Year 5 Student growth in Writing 2017

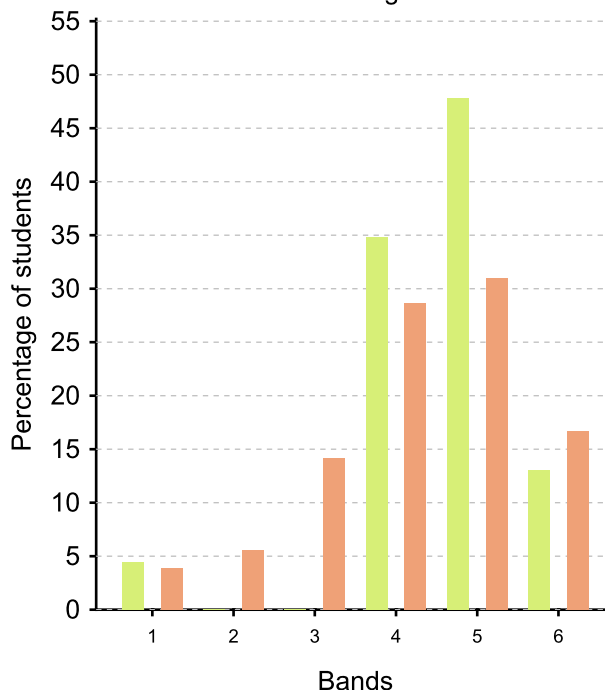
In 2017 Kurmond Public School had 75% of students achieving greater than or equal to expected growth. There is no comparison data from 2016.

Percentage in bands:
Year 3 Grammar & Punctuation



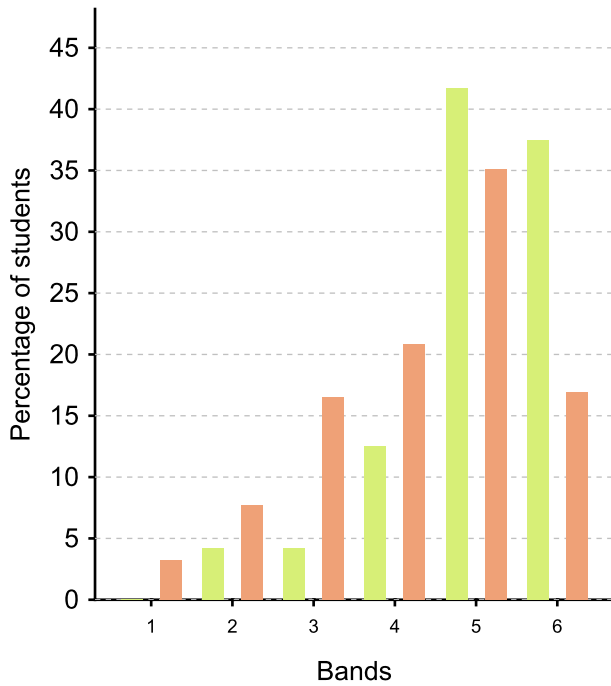
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading

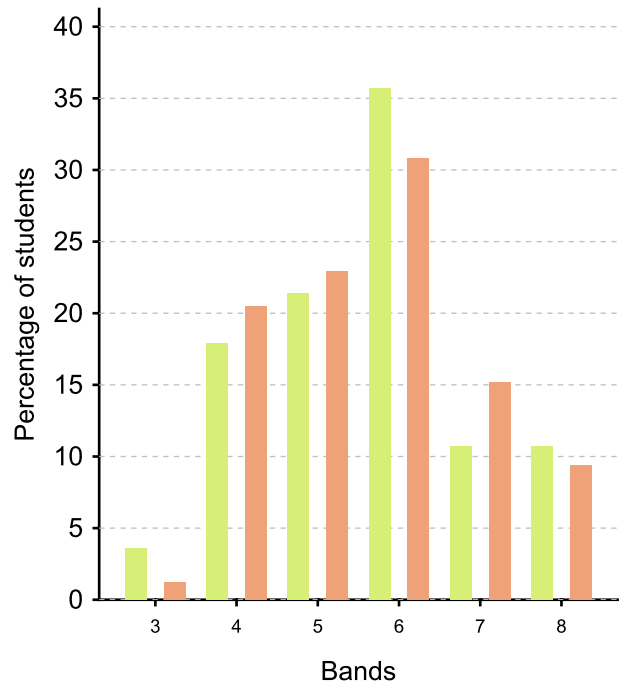


Percentage in Bands
School Average 2015-2017

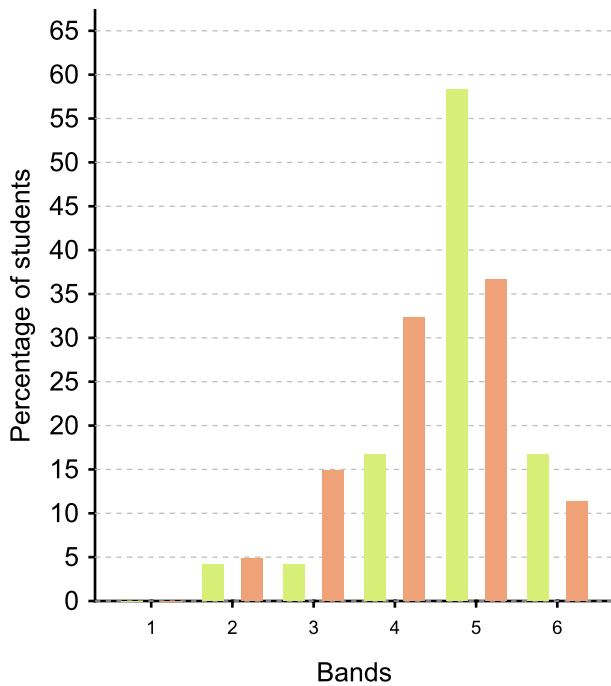
Percentage in bands:
Year 3 Spelling



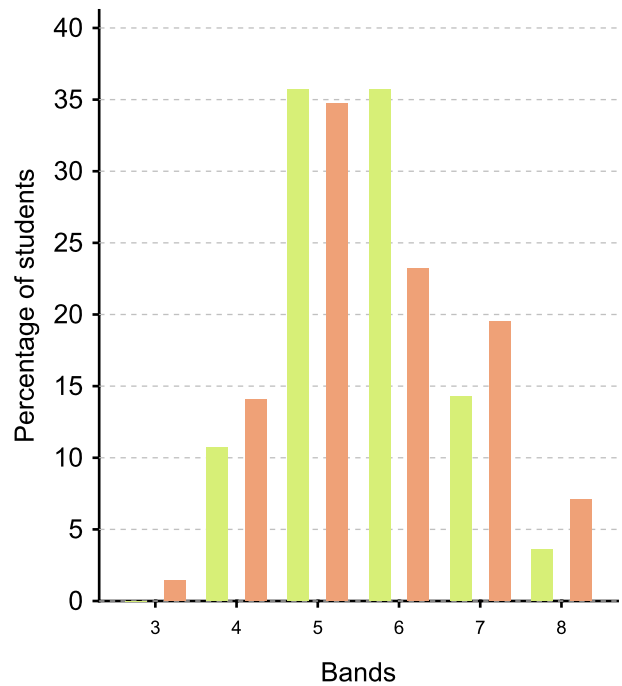
Percentage in bands:
Year 5 Grammar & Punctuation



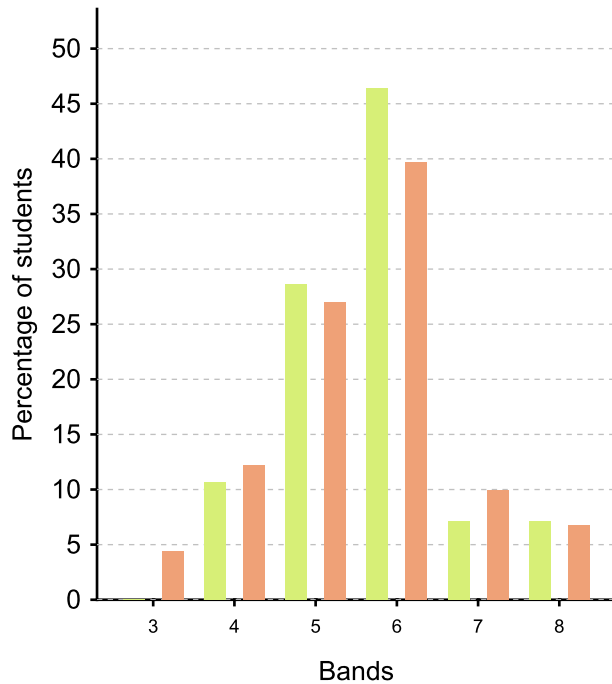
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading



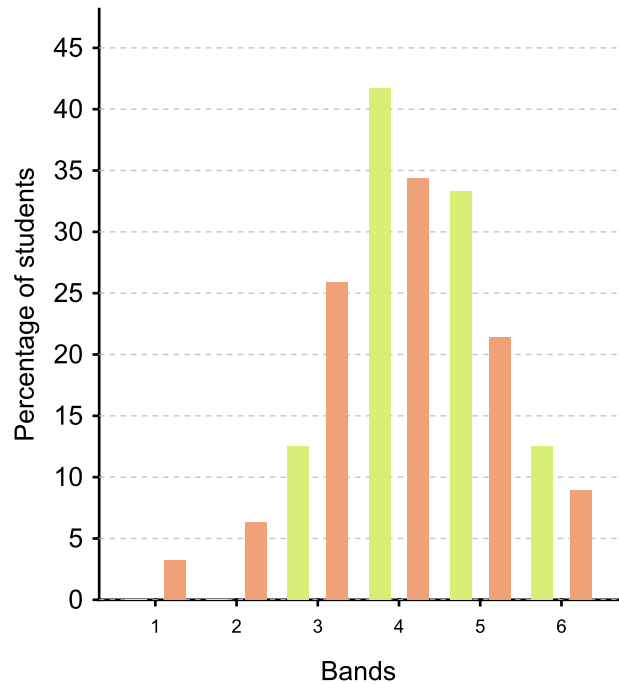
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

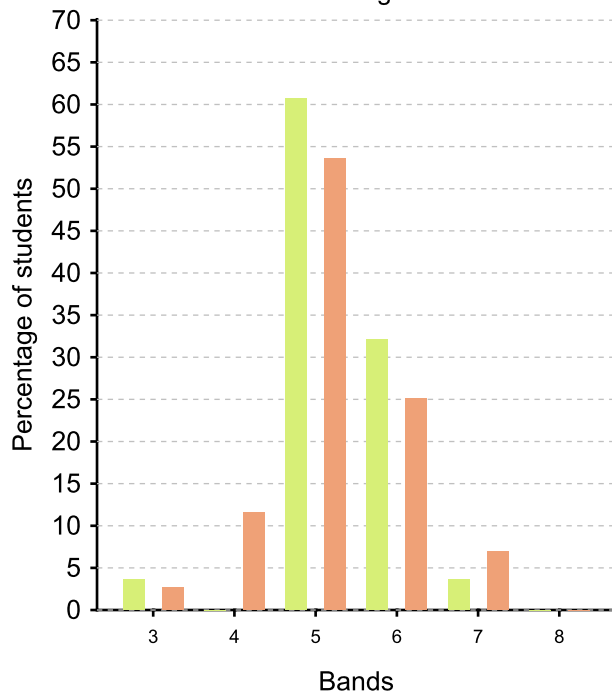
In 2017 Kurmond Public School had 50% of students achieving greater than or equal to expected growth (an increase of 16.7% from 2016).

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

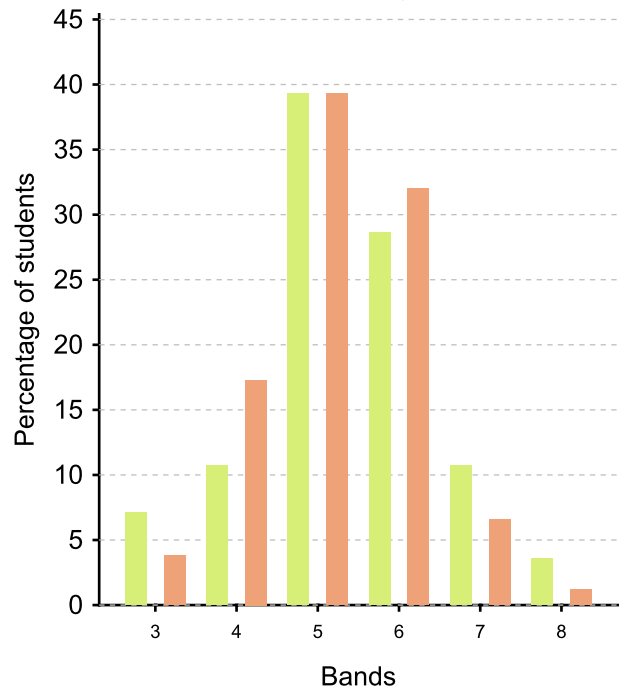
In 2017, Kurmond Public School had a substantial increase in the amount of students in the top 2 bands in Year 3 Numeracy as compared to the previous year.

Year 3 Students in the Top 2 Bands in 2017

- 23% increase in Numeracy.

Year 5 Student growth in Numeracy 2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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.>

Premier's Priorities:

Improving education results

The Premier's priorities to increase the number of students in the top two bands by 8% was exceeded in 2017 in all areas by Year 3 students and in Spelling and Numeracy for Year 5 students .

Improving Aboriginal education outcomes for students in the top two NAPLAN bands

100% of Aboriginal students in Year 3 were in the top two bands in 2017 for Reading, Writing and Spelling;

50% of Aboriginal students in Year 3 were in the top two bands for Numeracy and Grammar and Punctuation this is an improvement on the previous year.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017, Kurmond Public School sought parents, staff and student feedback on several areas of school culture. This is achieved formally through the P&C and a variety of surveys, and informally through discussions with parents, families and members of the community.

Staff

Results from the Tell Them From Me staff surveys compare the school with the state's results of the eight drivers of student learning.

In the area of **Leadership** the school's results were significantly above state mean. The school's mean was 8.4 and the state's mean was 7.1 . This included areas such as:

- School leaders have helped staff establish challenging and visible learning goals for students;
- School leaders have helped staff create new

- learning opportunities for students;
- School leaders have provided staff with useful feedback about teachers' teaching;
- School leaders have helped teachers improve their teaching;
- School leaders have provided guidance for monitoring student progress;
- Staff members work with school leaders to create a safe and orderly school environment; and
- School leaders have supported teachers during stressful times.

In the area of **Collaboration** the school's results were above state mean. The school's mean was 8.8 compared to the state mean which was 7.8. The highest scoring areas included:

- Teachers being able to discuss learning problems of particular students with other teachers;
- Teachers being able to discuss their learning goals with other teachers;
- Teachers being able to discuss with other teachers strategies that increase student engagement;
- Teachers being able to discuss assessment strategies with other teachers; and
- Teachers in the school share their lesson plans and other materials with each other.

In the area of **Learning culture** the school's mean was again higher than the state mean. The school's mean was 8.7 compared to the state mean which was 8.0. The highest scoring areas included:

- Teachers talking with students about the barriers to learning;
- In most of teachers' classes they discuss the learning goals for the lessons;
- Students become fully engaged in class activities;
- Teachers monitor the progress of individual students;
- Teachers feel they are effective in working with students who have behavioural problems;
- Teachers set high expectations for student learning; and
- Students find class lessons relevant to their own experiences.

In the area of **Data Informs Practice** the school's mean was again higher than the state mean. The school's mean was 8.5 compared to the state mean which was 7.8. The highest scoring areas included:

- Teachers' assessments help them understand where students are having difficulty;
- Teachers use formal assessment tasks to help students set challenging goals;
- Teachers regularly use data from formal assessment tasks to decide whether a concept should be taught another way;
- When students' formal assessment tasks or daily classroom tasks fail to meet expectations teachers give them an opportunity to improve.
- Teachers use results from formal assessment tasks to inform lesson planning; and
- Teachers give students feedback on how to improve their performance on formal assessment tasks.

In the area of **Teaching Strategies** the school's mean was again higher than the state mean. The school's

mean was 8.6 compared to the state mean which was 7.9. The highest scoring areas included:

- Teachers help students set challenging learning goals;
- When teachers present a new concept they try to link it to previously mastered skills and knowledge;
- Students are very clear about what they are expected to learn;
- Teachers use two or more teaching strategies in most class periods;
- Students receive feedback on their work that brings them closer to achieving their goals; and
- Teachers discuss with students ways of seeking help that will increase learning.

In the area of **Technology** the school's mean was lower than the state mean. This has provided the school with future directions and focus areas for staff and student learning. In particular the school will focus on:

- Using computers or other interactive technology to give students immediate feedback on their learning;
- Students using computers or other interactive technology to track progress towards their goals;
- Teachers helping students set goals for learning new technological skills;
- Teachers helping students to use computers or other interactive technology to undertake research; and
- Teachers working with students to identify challenging learning goals relevant to the use of interactive technology.

In the area of **Inclusive School** the school's mean was higher than the state mean. The school's mean was 9.0 compared to the state mean which was 8.2. The highest scoring areas included:

- Teachers are regularly available to help students with special learning needs;
- Teachers strive to understand the learning needs of students with special learning needs;
- Teachers establish clear expectations for classroom behaviour;
- Teachers make sure that students with special learning needs receive meaningful feedback on their work;
- Teachers make an effort to include students with special learning needs in class activities;
- Teachers use individual education plans to set goals for students with special learning needs; and
- Teachers create opportunities for success for students who are learning at a slower pace.

In the area of **Parent Involvement** the school's mean was higher than the state mean. The school's mean was 7.9 compared to the state mean which was 6.8. The highest scoring areas included:

- Teachers work with parents to help solve problems interfering with their child's progress;
- Teachers share students' learning goals with their parents;
- Teachers use strategies to engage parents in their child's learning;
- Teachers are in regular contact with the parents

of students with special learning needs;

- Parents understand the expectations for students in teachers' classes;
- Teachers make an effort to involve parents and other community members in creating learning opportunities; and
- Parents are regularly informed about their child's progress.

Parents

Results from the Tell Them From Me surveys, provided evidence that our parent community is well informed on the school's goals and students' progress with a focus on continual improvement. Parent feedback indicated they are welcomed and engaged in the development of the vision, values and purpose of the school. Parents felt that they could easily speak to teachers and felt well informed about school activities. and that teachers listened to their concerns and they could easily speak to the school principal. The information provided by the school is clear and in plain and that the administrative staff are helpful when parents have a problem or need assistance. All these areas were about the state mean. One area for improvement is the time that school activities are scheduled and this has been an on going focus for the school for organising activities at the end of the school day to allow parents the flexibility to be involved if they choose.

In the area of two-way communication the feedback from the parent community was above state mean for reports on student feedback being written in terms that are understandable and information about student behaviour both positive and negative being communicated immediately. An area which the school will be focusing on further will be engaging parents more widely through the use of class and student messaging on the Class Dojo APP.

In the area of parents supporting their children's learning at home, parent feedback was above state mean for parents encouraging their children to do well at school, praising their children for doing well at school and taking an interest in their children's school assignments. An area which was below state mean and requires further improvement is discussing learning challenges occurring at school and discussing the importance of school.

The feedback from parents in regards to high expectations from teachers was significantly above the state mean. This included teachers expecting children to pay attention in class, teachers maintain control of their classes, children being clear on the rules for school behaviour and teachers devoting their time to extra curricular activities.

Students

Student feedback from the Tell Them From Me survey indicated that while attitudes towards learning and the school were positive, intellectual engagement and motivation were low. The school's leadership team identified professional learning opportunities designed to help these factors improve. All teaching staff have completed the course "Unpacking What Works Best",

which focussed on evidence-based teaching practices to improve engagement, and as a result, student outcomes. Staff have also begun learning around quality feedback. As a result, teachers in the school have begun to implement some of these principles in their everyday teaching practices. The leadership team have also engaged more deeply with strategies around Visible Learning with a future direction to implement the mindsets and principles underpinning it across the school.

92% of students at Kurmond Public School had a high rate of participation in sports with an instructor at school, other than in a physical education class. compared to 83% of the NSW norm.

65% of students at Kurmond Public School had a high rate of participation in art, drama, or music groups, extra curricular school activities; or a school committee compared to 55% of the NSW norm.

85% of students at Kurmond Public School had a high rate of positive relationships at school. This refers to students having friends at school they can trust and who encourage them to make positive choices. This is in line with the NSW norm.

Homework is an area the school will look to improve student engagement as a future direction as only 44% of students indicated they completed homework for their classes with a positive attitude and in a timely manner compared to 63% of the NSW norm.

89% of students surveyed indicated they did not get in trouble at school for disruptive or inappropriate behaviour compared to 83% of the NSW norm. There were significant differences between gender in these results with the girls results being 100% and the boys results being 71%.

92% of students surveyed indicated they tried hard to succeed in their learning compared to 88% of the NSW norm.



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 2017 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 2017, Kurmond Public School 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 Aboriginal or Torres Strait Islander backgrounds were supported in their Literacy and Numeracy development;
- NAIDOC week and its significance was promoted to all students;
- Visiting artists were organised to promote Aboriginal culture and Dreamtime. artists with all students taking part in the planned learning activities.



Multicultural and anti-racism education

In 2017, 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 outlined 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 in

classrooms with learning experiences and a presentation of learnings at the Harmony Day Assembly. 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

Student Leadership Opportunities

School Captains

School Captains were elected by their peers in Term 4 in a democratic voting system in line with the school's Student Leadership Policy. Students submitted an expression of interest based on the school's Positive Behaviour for Learning values. These were expressed to their Year 5 cohort in the form of a short prepared speech containing evidence as to how they would fulfil the role. The roles of the school captains entailed organising the school assemblies, running SRC meetings, greeting VIPs, attending out of school events and running fund raisers for charities. Oliver H, Carissa M, Gabriela M and Harrison K were the elected school captains in 2017.

Leadership Camp 2017

The Leadership Camp was attended by all school captains and vice captains in the Hawkesbury area. The four school captains from Kurmond Public School attended the overnight camp and took part in the practical leadership activities over the two days. They participated in team building, activities centrally focused to developing leadership skills.

Library Monitors

Students in Stage 3 who display an interest in the school Library and completed an expression of interest as per the school's Student Leadership Policy were selected to be Library monitors in Term 1 and were acknowledged in their roles at the School's Leadership Induction Assembly. Their roles included book organisation, tidying of the library, technology support and borrowing administration. This has allowed many students to fulfil leadership positions whilst developing responsibility.

Sport Captains

Sport Captains and Vice Captains were elected by their peers in Term 4 in a democratic voting system in line with the school's Student Leadership Policy. This role included the organisation of sporting equipment, including storage of equipment and retrieval of equipment, leading sport house meetings and organisation of sport houses on carnival days.

Student Representative Council (SRC)

Each Stage 1 – Stage 3 class elected two SRC representatives to attend periodic meetings and become a voice for their peers. This role included taking ideas to meetings, communicating meeting content back to peers, organisation of school fund raisers, implementation of PBL weekly focus areas in class and around the school, administration of PBL free and frequent merit system and official representation at assemblies such as the ANZAC assembly. In 2017, there were 12 elected SRC members at Kurmond Public School.

Peer Support

All of Stage 3 were Peer Support Leaders in 2017, with each Year 5 student being paired with a Year 6 student. The theme for this year was 'Keeping Friends'. The program was based on the premise that friendship skills can be learned in a mutually supportive environment. Students were encouraged to form relationships within their Peer Support groups. They learnt the importance of having a number of friendship skills of talking and listening, smiling and showing interest in others, cooperating, sharing and helping others, providing encouragement, playing games in a friendly way and moving into and out of group situations.

White Ribbon Cup at Colo High School

Boys in Year 6 were selected to attend the Football White Ribbon Cup at Colo High. This is an annual opportunity for all boys in Year 6 to become leaders in respectful relationships and participate in a day focusing around positive, non-violent messages of good sportsmanship and comradery.

ANZAC Day

Kurmond Public School held its annual ANZAC service commemorating the anniversary of the Gallipoli campaign. Corporal Sullivan from Richmond RAAF base shared some insights on the meaning of ANZAC day and donated a book to commemorate the occasion to the school. During the ceremony the school leaders spoke about how soldiers have made our country a safer place as a result of their actions and read a poem, 'In Flanders' Field'. All classes laid wreaths which they had created at the base of our school's flagpole as a mark of respect.

On ANZAC Day Miss Andersen along with the school leaders Gabriela, Oliver, Harrison and Carissa attended the dawn service at Richmond War Memorial, where along with hundreds of other community members, had the privilege in hearing about the sacrifices made by so many Australians during World War One. Our leaders were respectful ambassadors for our school in paying their respects on behalf of our school community.

Young Leaders' Day

Kurmond student leaders attended the Young Leaders' Day in Term 1 along with 3500 young leaders from all over Sydney and NSW. It was held at the Sydney

Convention Centre in Darling Harbour. Students were taught effective leadership skills by well-known positive role models. In 2017, almost all or Year 6 students attended the day, reinforcing to students that they are all leaders of our school.

Spirit Week at Colo High School

The school captains attended a joint celebration at Colo High School which focused on networking and collaboration between the Colo Learning Community. This reinforces the links with the local high school and transition for students moving into Year 7 the following year.

Hosting Assemblies

In 2017, in an effort to increase parent attendance at the weekly assemblies as well as school leaders hosting assemblies, each class was invited to host weekly assemblies. Students shared their learning or presented an item for the enjoyment of the school community. This was an important leadership opportunity for students to practise their public speaking and address the whole school as leaders.

Debating and Public Speaking

At Kurmond Public School debating and public speaking skills are taught across all stages. Students regularly participate in public speaking competitions within the school, as well as in local and regional finals. By providing public speaking opportunities, students gain skills and confidence in the area of public speaking. Students' success is celebrated and shared with our community, highlighting our students' participation and achievement.

In 2017, Kurmond Public School had a strong debating team consisting of six students. The team participated in the Premier's Debating Challenge. Debating programs in our school aim to nurture and develop the public speaking and reasoning skills of all students. As well as this competition, students had the opportunity to participate in a Debating Workshop at Matthew Pearce Public School and four students attended the overnight debating camp in Katoomba.

During Term 4, Tyler B, Alex Mc, Oliver H and Lyric M represented the school at the Hawkesbury Public Speaking Semi Finals at Freeman's Reach Public School. The students presented their prepared speeches and then an impromptu speech. Lyric M was the overall Stage 3 winner and went on to represent Kurmond at Londonderry Public School in the Finals.

Sporting Programs

2017 has been another action-packed year of sport at Kurmond. All students in our school have had the chance to demonstrate their talents and build a variety of skills.

The swimming carnival was our first sporting event for

the year. It was great to see so many students challenging themselves to do their best.

Kurmond Public School had 24 students go on to represent the school at the Hawkesbury District Swimming Carnival.

The first whole-school sporting event was the Cross Country Carnival. From this event, Kurmond sent 44 athletes to the District Carnival.

Kurmond students had some outstanding performances, particularly the 11 Years Girls team who were the Hawkesbury District Champions. Three students went on to compete at the Sydney West Regional Cross Country event in Penrith.

The biggest carnival of the year was the athletics carnival held at McMahon's Park. Throughout the day it was fantastic to see so many students participating in all the different track and field events.

Kurmond's representative list included 54 athletes qualifying for District, and one student continuing on to Regional level.

Sporting carnivals are not the only way students at Kurmond participate in sporting activities. In 2017, Kurmond celebrated 10 years of participation in the Premier's Sporting Challenge, showing the school's commitment to physical activity.

The school have also once again been a part of the Sporting Schools program. This has allowed all students to develop specific skills in rugby league, basketball and tennis, learning from specialist coaches. Kurmond also had visits from Penrith Panthers and Western Sydney Wanderers.

Further opportunities to represent Kurmond in sport have been through Gala Days. In 2017, students from stages 2 and 3 participated in basketball, tennis, dodgeball, soccer, rugby league and netball gala days competing against other schools from the Hawkesbury district. The Stage 2 tennis team was successful in reaching the regional final.

Many Kurmond students demonstrated outstanding skills in a variety of sports and were selected as part of Hawkesbury District teams. This included AFL, rugby league, tennis, netball, basketball and softball.

Another important part of the sporting calendar was the Special Swimming Scheme. This provided a fantastic opportunity for students in Years 2, 3 and 4 to develop their swimming skills and improve their understanding of water safety.

2017 was another great year of sport at Kurmond Public School, where at all opportunities students demonstrated the school's motto of '*Success Through Endeavour*'..

Education Week

This year's revamped Education Week celebrations

allowed for even more members of the community to be involved in sharing the learning at Kurmond Public School. Each afternoon was highly attended, indicating the positive attitude towards education. All events were strongly supported by the parent community. Starting with our Progressive Story Time on the Monday afternoon, Problem Solving Bonanza on Tuesday afternoon and our Open Classrooms and Rock and Roll Concert on Wednesday. The celebrations continued on Thursday with the Choir, Dance Group and Percussion Group, proudly performing at the Kurrajong Nursing Home and Richmond Market Place. The staff organised an amazing array of events to promote the wonderful learning that occurs at our school every day. This was an excellent example of Public Education at its absolute best.

Easter Hat Parade

The Easter Hat Parade was reintroduced in 2017 as a fun and community engaging event. All K–2 students along with pre schoolers from Blue Wren paraded their Easter hats in front of family and friends. This was a first for us at Kurmond and by the look on the students' and spectators' faces, it won't be the last! The students entertained spectators with some gorgeous songs and were very eager to show everyone their very clever creations.

Dance Groups

In 2017, there was a senior and junior dance group at Kurmond Public School. The senior dance group performed at the Hawkesbury Dance Festival, Richmond Market Place for Education Week, at the school's Education Week performance and at the Kurrajong Nursing Home. There were 24 committed and hard working students ranging from Years 3 – 6 who attended weekly practice sessions with Ms Foster, who has the expertise in the teaching of dance. Their performances were always entertaining and carried out with precision.

Percussion Group

In 2017, the Kurmond Percussion Group, consisting of 25 students from Kindergarten to Year 6, performed beautifully at the school assembly, Education Week Concert at school, Richmond Market Place and Kurrajong Nursing home. These students practised their routines before school under the expert guidance of Ms Andersen who has a passion for the teaching of music.

Parent Information Sessions

In response to identified community needs of receiving more information on what we do at school and how we do it, the leadership team went about providing the parent community with monthly parent information sessions on selected topics. These have been prepared and presented by a member of the leadership team. In the first instance prior to the P and C Meeting of an evening and then repeated during the week during a morning session. Parents are invited via the newsletter, Facebook, enews and hard copy invitations.

The sessions have involved information on teaching of spelling, mathematics mental strategies, anxiety in children, growth mindsets and NAPLAN. Depending on the topic being presented, parents are then invited to view the program in action in the classrooms. Each fortnight, the school's newsletters outline learning opportunities for students, staff and parents. As a school, there is an emphasis on the importance of learning for the whole school community.

Transition Programs

Kurmond continues to build links with the community in a variety of ways. The support of our community members is strong as a result of ongoing links which not only have been established over the years but also new partnerships are being formed every day. The Rotary Club of Kurrajong–North Richmond has worked with the school to provide a link with a local nursing home by having our students perform for them and in the future provide some reading for pleasure for the residents. The school has continued to strengthen the relationship with Blue Wren Pre–School by inviting them to story time in the library, play on our equipment and purchasing from the school canteen. They have also been invited to the Easter Hat Parade and we have offered to present a school readiness evening at the centre. The High School links with Colo High School have continued with Year 10 and 11 students supporting the school with the organisation and delivery of the school's Athletics Carnival and Support with Hospitality students for the District Athletics Carnival. Colo High School continues to provide transition days for Year 6 students and a number of students wanting to complete their work experience at Kurmond and also volunteer hours for their Duke of Edinburgh Award.

Canteen

During 2017, the canteen at Kurmond Public School was recognised in the local newspaper, The Hawkesbury Gazette for their outstanding commitment to provide students and staff with a variety of meal options which are both nutritious and tasty. Under the guidance of the canteen supervisor Mrs Berrington, the school canteen complies with the new NSW Public Schools Canteen Strategy. Natural produce is a priority, including fresh eggs sourced from the school's own chickens. Many foods are prepared on the premises by the dedicated volunteers. The local Kurmond community is also involved, with local businesses supplying the school with discounted and donated produce. Waste is at a minimum with food scraps in turn feeding the school's chickens. The canteen is open two days a week, however on most days you will spot canteen sub-committee members preparing delicious snacks and meals at Kurmond. Special events are catered for such as Family Discos, Fresh Meal Deals, Meet the Teacher events and carnivals.

P & C Events

The Kurmond school community is supportive of events which are organised at a school level as is evidenced by the number of parents who support events such as

Education Week Celebrations, Mothers' Day Morning Tea, Family Disco, Easter Hat Parade, Christmas Carols Concert and Sporting Carnivals. This reflects the school's commitment to being an active part of the local community and strengthening parental engagement.

Premier's Reading Challenge

The Premier's Reading Challenge is an initiative of the NSW State government to promote and recognise reading. In 2017, a total of 139 students from Kurmond completed the Premier's Reading Challenge. This is the highest participation rate to date. At the Presentation Night ceremony students were recognising for completing the challenge for seven years, every year of primary school. They were presented with a Premier's Reading Challenge Platinum Award. Congratulations to: Alexander G and Carissa M.

Learning Alliances

Kurmond PS has formed learning alliances with Grose View Public School to provide staff with Professional Learning on 'What Works Best: Evidence Based Practices to Help Improve NSW Student Performance' and the 'Use of Learning Intentions and Success Criteria in Classrooms'. This took the form of an intensive three hour professional learning session led by the Principal of Kurmond Kurmond Public School. Alliances have been formed with a number of schools in the Hawkesbury to take part in the Seven Steps to Writing Success at Richmond North Public School during the Term 2 Staff Development Day. The Leadership Team has formed a further learning alliance with schools in The Hills and Blacktown networks to purchase All Access Passes and work through Franklin Covey's 'The 7 Habits of Highly Effective People' and 'Great Teams, Great Leaders, Great Results'. These workshops have been presented by the principals of Kurmond Public Schools, Jasper Road Public School, Hambledon Public School and Sherwood Ridge Public School, allowing leaders from a variety of schools to learn together and form supportive learning networks. These alliances have allowed for professional dialogue across schools, access to expert staff and access to professional development that might not otherwise be feasible within the resources of the school budget.