

# Kurnell Public School Annual Report



2017



2341

## Introduction

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

Ms Jo Graham

Principal

### School contact details

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### Message from the Principal

2017 marks the end of our current three year School Plan cycle. There have been many new departmental reforms and new curriculum being implemented. This is a very exciting time to be in public education and it is a privilege to be part of this growth and change and to be leading such an amazing school. Our emphasis is clearly on student growth within an evidence based culture. We can visibly see the connection between what we are doing, student growth and the collection of data and evidence to ensure this growth. This was validated through our review of our strategic directions but also as we judged ourselves against the School Excellence framework and presented our evidence through the external validation process where it was obvious that we achieved much and were excelling in several areas.

As a whole school community we have worked together on our strategic directions over the past three years. It has been rewarding to be part of and we all have much to be grateful for. I thank you all for the wonderful efforts of our very close and caring community who have contributed to our successes this year and acknowledge that it really does "take a village to raise a child."

## School background

### School vision statement

At Kurnell PS we are committed to providing a safe, nurturing and dynamic learning environment. We have high expectations and empower our students to achieve their personal best. We are in partnership with a committed community to prepare all students to become good citizens and lifelong learners. Dedicated and passionate staff work together and participate in continued professional learning to focus on improving student outcomes. Our quality teaching and learning programs will enable students to become successful 21st century learners.

### School context

Kurnell Public School is the centre of a unique community situated on the Kurnell peninsula of Botany Bay. It is bordered on three sides by water with its closest suburb being 8 kilometres away. Our school has over 200 students with diverse learning needs from a variety of backgrounds. The school population is growing and enrolments have seen the school grow from 8 to 9 classes in 2013 and this has been maintained. We have an experienced staff with a strong ethos of collaboration and willingness to accept change and embrace new challenges. Our learning programs are enhanced by the use of the local National Park and beaches. We collaborate with our locals Community of Schools 'By the Sea' to focus on identified similar areas for improvement. These include Bundeena PS, Cronulla South PS, Woolooware PS and Cronulla HS. Strong links have been developed with Caringbah Baptist Church (CBC) through the Kids Hope program. The school has developed strong community support and values its ties with local and nearby industry. Most students live within comfortable walking distance of the school. It is a small caring community, very much like a village. Parents and community feel a shared responsibility in the caring and education of all students. The socio economic makeup of the community ranges from low to middle class. We have a small but dedicated P&C who are very supportive of the programs and initiatives focussed on improving student outcomes and continued school improvement. School social and sporting activities are valued by most of the families. The population is, however, changing and more families are being encouraged to value academic programs and results.

## 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 an external validation. 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 our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

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

### Student Learning

#### Purpose

Kurnell students will be given the opportunity to be taught valuing the way they learn & equipping them with the skills required to be 21st century learners. To provide a culture that has high expectations and adds value to all students' literacy levels. Students will be nurtured to become resourceful, empathetic, critical thinkers and resilient lifelong learners in all Learning Areas.

#### Overall summary of progress

Our school focus on writing saw K–6 staff use an action research model to focus on the writing of 3 bottom and 3 top students with the goal to move these students and therefore whole class along the PLAN continuum. Implement a collaborative and consistent approach to developing knowledge of 6Cs and how they are embedded in curriculum. Teachers embed National curriculum through innovative quality teaching experiences. K–6 staff Implemented programs to support students in self-directed and differentiated learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>At least 70% students achieve expected growth identified in writing in NAPLAN</li></ul>	CISP program – \$3600 Instructional leader– \$16049 – 1 day per week	NAPLAN item analysis 70% of students at or above expected growth in writing
<ul style="list-style-type: none"><li>At least 80% of students at or above their expected cluster on PLAN for writing.</li></ul>	<ul style="list-style-type: none"><li>Quality Teaching, Successful Students (QTSS) (\$16049.00)</li></ul>	80% of students at or above expected cluster along the PLAN continuum for writing.
<ul style="list-style-type: none"><li>At least 70% of students demonstrate knowledge of 6Cs – Character Education, Citizenship, Communication, Critical Thinking and Problem Solving, Collaboration, Creativity and imagination identified through student's observations, surveys and focus groups.</li></ul>	<ul style="list-style-type: none"><li>Socio-economic background (\$3600.00)</li></ul>	70% of students demonstrate knowledge of 6Cs identified through student's observations, and surveys.

#### Next Steps

We will be continuing with the writing project. looking to implement the Seven Steps to Writing Success framework across K–6. Analysis of data also shows a need to focus on Spelling K–6.

## Strategic Direction 2

### Staff Learning

#### Purpose

Create and sustain a learning environment and conditions under which teachers take ownership of their own professional learning in order to enhance quality teaching practice. School leaders support and foster quality teaching through coaching and mentoring teachers, providing effective feedback to improve student outcomes. Provide a positive environment where all staff continually learn new skills to facilitate change.

#### Overall summary of progress

In our Community of Schools Network with Bundeena PS, Cronulla South PS and Woollooware PS we focused on effective feedback to facilitate professional growth fostering consistent teacher language, questioning. Staff participated in professional Learning on visible learning and giving effective feedback.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>100% Performance and Develop Plans will include evidence of feedback, assessment and reflection with 2 goals aligned to school strategic directions and 1 personal goal aligned with Australian Professional Teaching Standards</li></ul>	Release for leadership team for COS Professional learning days 3x \$450 = \$1350	Professional Development Plans included evidence of process as well as evidence of impact on student learning.  Growth in student learning outcomes as a result of feedback given and visible learning strategies including lesson intent and success criteria.
<ul style="list-style-type: none"><li>100% of teachers have increased knowledge of ICT and it is embedded in classroom practice.</li></ul>		100% of teachers have increased knowledge of ICT and it is embedded authentically in classroom practice
<ul style="list-style-type: none"><li>Greater % of reporting reflects use of formative assessment rather than just summative.</li></ul>	Beginning teacher funding – \$10757	Report comments were indicative of formative assessment practices as well as summative.

#### Next Steps

The next school plan, in line with the School Excellence Framework version 2 will have a sharper focus with explicit whole school processes and practices in visible learning being refined and strengthened. It will incorporate strategies, innovations and collaboration in learning intentions, success criteria, feedback and formative assessment using a growth mindset to achieve high expectations for all students.

Embedded professional learning time for the gathering and analysis of data, reflection and sharing of this with community and stakeholders.

The culture of collaboration and shared leadership at KPS will continue to be embedded in school future strategic direction and priorities.

## Strategic Direction 3

### Whole School Wellbeing

#### Purpose

Promote equity and excellence to improve educational outcomes for all students. Encourage all families and communities to hold high expectations for their children's education, learning and school environment. Coordinate community services for students and their families that can increase productive participation in schooling and enhance community engagement.

#### Overall summary of progress

There was an increased participation of parent tutor volunteers in programs such as Multi lit and Being Excited About Reading (BEAR). We held weekly Learning Support Team meetings where all stakeholders were involved and processes were analysed & reflected upon for further refinement for 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>All staff demonstrates greater understanding and use Kids Matter practices to support whole school wellbeing.</li></ul>		Parent contribute reflection on well-being programs and strategies to inform strategic direction for new school plan. Transition programs and practices refined using evaluation data.
<ul style="list-style-type: none"><li>Greater awareness and understanding of the role of the Learning Support Team and student impact of LST programs by parents as evidenced through LST audit.</li></ul>	Instructional leader LST – \$16,049 Release teacher for preschool observations \$450	Learning Support Coordinator was very key in steering the team in the right direction, valuable reflection and feedback time and regular team .
<ul style="list-style-type: none"><li>Increased parent participation formal and informal engagement and satisfaction in school activities and classrooms as evidenced by audit and Tell Them from Me survey</li></ul>		Increased parent participation is evident in programs across the school.

#### Next Steps

The leadership team has an ongoing commitment to resource provision to sustain a highly valued learning support approach within our school culture. We will encourage greater involvement of parents as learning partners.

We will continue to aim to develop citizens who can work collaboratively, think critically and creatively and communicate effectively in the broader community context.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Employ SLSOs – \$4,285.00 • Aboriginal background loading (\$4 285.00)	Student data analysed to measure impact on student learning outcomes.
<b>English language proficiency</b>	Employ LaST – \$14,178.00 • English language proficiency (\$14 178.00)	Student data analysed to measure impact on student learning outcomes.
<b>Low level adjustment for disability</b>	LaST ( Equity loading staffing) – \$71,102.00 LaST & SLSO (Flexible funding ) – \$18,021.00 • Low level adjustment for disability (\$89 122.00)	Student data analysed Improved learning outcomes for targeted students as a result of joint collaboration with specialist support.
<b>Quality Teaching, Successful Students (QTSS)</b>	Instructional Leader one day per week. • Quality Teaching, Successful Students (QTSS) (\$16 049.00)	Analyse and measure impact of Instructional Leader on Teacher practice and Student outcomes with a focus on writing. Evidence gathered through lesson walks, observations, student work samples to show Improvement in teacher pedagogy in writing and effective feedback to students.
<b>Socio–economic background</b>	CiSP – \$3,600.00 Instructional Leader – 1 day per week – \$16,049.00 SLSO – \$7528.00	Student data analysed to measure impact on learning outcomes. Greater cohesive operation of LST. Teachers demonstrate differentiated teaching strategies through planning and programing and in lesson implementation. Analysis of writing post CISP to measure student writing growth.
<b>Support for beginning teachers</b>	Release for beginning teacher \$10,757.00 – \$4,063 – 2017 & the remainder carried over from 2016 • Beginning teacher (\$0.00)	Evidence to show Improvement in teacher pedagogy including classroom management and leading quality teaching and learning, with a focus on writing, maths, reading, formative assessment and effective feedback to students.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	109	117	110	105
Girls	101	98	97	98

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.9	95.2	96.2	93.6
1	96.5	93.8	93.7	96
2	94.7	94.9	94.6	96.1
3	95.3	93.7	94.7	95.2
4	95.7	93.1	95.7	93.5
5	93.9	95.4	93.1	95
6	93.6	95.1	94	93.9
All Years	95	94.4	94.5	94.6
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

Each week in the newsletter the procedures for absences are outlined. Parents need to contact the school via email or phone if their child is going to be absent for the day. A medical certificate may be required for an absence of over 3 days. There is also a reminder to parents about single absences adding up and the total over school years.

Any patterns or unexplained absences are followed up with a letter and a phone call to parents. In some instances a meeting may be required to discuss any concerns and how the school can support the student coming to school regularly.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.94
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.42
Other Positions	0

\*Full Time Equivalent

No staff members have an indigenous background.

### 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	40

### Professional learning and teacher accreditation

The best professional learning seeks to improve existing practice whilst also developing broader understandings of when & how to apply different practices. Effective professional development also includes collecting and reflecting on evidence that provides insight into effectiveness of teacher practice and builds in opportunities for feedback, reflection and further development. Our professional learning has been school-based inline with our school plan, personal professional development plans and goals in line with the Australian Professional Standards for Teachers. All staff were involved in weekly professional learning sessions on Tuesdays and Thursdays from 8am – 9am. Weekly Collaboration meetings were introduced. These provided a forum for data analysis, collaborative planning and consistent teacher judgement. These sessions included learning about writing, formative assessment, visible learning, 6Cs for

21st learners, PLAN and mandatory training. The executive team was part of the community of schools leadership program to build the capacity of school leaders through effective feedback and evidence based practice.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	92,570
<b>Revenue</b>	1,996,731
Appropriation	1,853,013
Sale of Goods and Services	-400
Grants and Contributions	142,435
Gain and Loss	0
Other Revenue	0
Investment Income	1,683
<b>Expenses</b>	-1,935,821
Recurrent Expenses	-1,935,821
Employee Related	-1,748,094
Operating Expenses	-187,727
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	60,910
<b>Balance Carried Forward</b>	153,480

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	1,620,087
Base Per Capita	31,635
Base Location	0
Other Base	1,588,452
<b>Equity Total</b>	144,762
Equity Aboriginal	4,285
Equity Socio economic	37,177
Equity Language	14,178
Equity Disability	89,122
<b>Targeted Total</b>	13,116
<b>Other Total</b>	61,453
<b>Grand Total</b>	1,839,419

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.

Growth in literacy is particularly strong in reading with 24 students achieving above expected growth. Writing will continue to be a focus for the next school planning cycle, but results are encouraging with more than half of students achieving above expected growth.

Growth in numeracy shows pleasing results with 26/30 students achieving above expected growth in numeracy from year 3 – year 5

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.>

The trajectory of growth of students in the top 2 bands at Kurnell Public School is in line with the trajectory of growth in Statistically Similar Schools Group and greater than that of the state overall in Numeracy, Reading and Writing.

## Policy requirements

### Aboriginal education

We currently have five students who identify as having an Aboriginal or Torres Strait Islander background. Funding is used to support students through Personalised Learning Plans and Student Learning Support Officers (SLSO) and Learning and Support Teacher time to assist in academic endeavours. All students have shown pleasing growth in both literacy and numeracy. Our Aboriginal students achieve learning outcomes that match or better the outcomes of all students. Our students attended the newly formed Sutherland AECG meetings and 'Koori Kids By the Sea' excursions. One received the Deadly Kids award for doing well at school. The whole school were invited to be in the 'Meeting of Two Cultures' Ceremony held at Botany Bay National park. Links with our local Environmental Education Centre at Kamay Botany Bay proved very valuable and our Aboriginal Students were involved in cultural excursions exploring the history of Aboriginal people in the local area. Students also participated in Brushstrokes by the Bay where they studied Aboriginal and Environmental Art. which was delivered by an Aboriginal artist.

### Multicultural and anti-racism education

Multicultural Education and anti-racism continues to be incorporated across curriculum areas K-6. Multiculturalism was also celebrated through special days and events such as Harmony Day and visual arts competitions. Parents from Non English Speaking Background (NESB) were involved in many P&C organised events and provided food for the canteen and special occasions. There has been a notable increase in the participation of NESB parents as they have grown in confidence and feel welcomed and valued at our school. We access and English Another Language/Dialect (EALD) Teacher for additional support and advice for our programs.