

Kurrajong North Public School

Annual Report



2017



2344

Introduction

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

Rosemary Richardson

Principal

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Message from the Principal

The annual report for 2017 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.

Our school's success is underpinned by three key elements that promote quality teaching and learning programs for our students. Firstly, we have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Secondly, our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school. Thirdly, Kurrajong North Public School enjoys tremendous support from our parent body and local community.

We have had an outstanding Strategic Plan cycle culminating in an incredibly successful external evaluation which showed the school to be 'Sustaining and Growing' in all 14 elements of the Schools Excellence Framework (Version 1.)

Message from the school community

What a fantastic school community we have! Our last Bunning's BBQ was a huge success! We had so many parents come down and help out. Your enthusiasm and hard work ensured that we had a hugely successful day. A huge thank you to **Primo Small Goods**, **Ray White Real Estate Kurrajong** and **Coles North Richmond**. Without this amazing support from our wider community our profit would have been considerably less. As a result we were able bank more than \$1300. Fantastic work team Kurrajong North!

We currently have a healthy bank balance that we hope to spend next year. If you are interested in contributing to discussion on how this money can best benefit our kids, please come to the P and C AGM early in 2018.

Our final fundraising event was the Christmas Raffle. Once again we have had families and community members come forward with extremely generous prizes. We would like to thank **Total Eden Pumps, Mount Tomah Woodlands Retreat, Monument Vineyards, and BP Kurmond** for the incredible support they have given our school through the donation of some amazing prizes!

I would like to thank our wonderful canteen manager Leanne. Week in week out, she ensures that the canteen is operating smoothly and our kids get to enjoy a treat every Friday. Thank you also to the parents who generously donate their time to help out during the term.

Finally, I would like to acknowledge two 'life' members of the Kurrajong North P and C. Both Sharmayne Hansen and Nicole Graham have held positions in the P and C and been heavily involved in the community at KNPS for almost 20 years between them! They will be leaving at the end of the year as their children move onto high school. On behalf of Kurrajong North— thank you! Thank you for helping to shape the school; thank you for donating your time and energy and thank you for sharing your knowledge and experience with the 'new ones' coming through. We wish you all the very best of luck in the future. You will be missed.

Please note the Kurrajong North AGM will be on 12th February, 2018.

Kate Fewtrell

P&C President 2017

Message from the students

I am a school captain of KNPS in 2017 and I am really sad to be leaving Kurrajong North Public School; one of the all-round best primary schools in the Hawkesbury. I will miss every teacher, every student, everyone at Kurrajong North Public School, for this school has played a massive part in my life, and I will always remember this school. This school has helped me discover who I am, with the teacher's ongoing support and the student neverending friendship. This has helped me with academic learning, fitness and friendship and I will always remember to strive with honour. I will always remember their warm welcome when I was in kindergarten, a start to my maths and writing in year one. In year two, I was starting to think that learning was fun and it was helpful. In year, three was a time when I was starting to grow in maturity and friendship. Year 4 was when projects and work got harder but it was still fun. Year five was more of a year of preparation for the tons of learning, then the final year being a sad year but also happy because we are going to high school next year. However, I never got to experience year four because I was unfortunately in Canada for a year and going to a different school was devastating and sad but the main problem is that it was not as good a school and didn't make learning fun, that's why I would like to thank all teachers at our school for making it fun. Thank you.

Euan Osten

School Captain 2017

School background

School vision statement

At Kurrajong North Public School we believe in providing a relevant, comprehensive education in a caring and supportive environment. We strive to build on students' strengths and develop excellence by promoting the intellectual, physical, social, emotional and moral development of our students. We strive to engage parents in playing a leading role in their child's learning and to support the ethos of the school. We aim to create a strong partnership between home and school, which allows for open communication and invites their participation in policy making. Our vision is to provide equitable opportunities for all students to enable them to become engaged and self-driven life-long learners, to value the opinions and belief of others, to show respect and to develop the core values which will enable them to be productive, responsible and respectful citizens.

School context

Kurrajong North Public School is a smaller primary school nestled in an escarpment of the Blue Mountains overlooking the Sydney Basin. Student enrolments have increased steadily over the last five years with a current enrolment of 104 students. At present 6% of our students identify as being Aboriginal and 17% from a non-English speaking background. Our school has four full-time teacher positions, a part time teacher who delivers the school's student support program as well as one permanent and one part-time administrative position. The school has an active P&C body which works alongside staff to support school initiatives and directions. We have a strong focus on academic excellence in literacy and numeracy and offer a comprehensive student support program in these areas based on ongoing assessments. The school offers a comprehensive extra-curricular program utilising the skills of accredited coaches to deliver programs in dance, athletics and gymnastics. Opportunities are also provided to enable students to develop their debating and public speaking skills as well as creative talents.

Self-assessment and school achievement (for schools participating in External Validation)

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.

On 19/09/2017 our school participated in external validation. In preparation for this meeting, the required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

Learning

The results of this process indicated that in the School Excellence Framework domain of **Learning**, we are sustaining and growing.

In the domain of Learning, as documented in the milestones for Strategic Direction 3 Well-Being (2015–2017 School Plan), Kurrajong North Public School has focused on understanding student capabilities and needs to support student wellbeing. Recently, a large majority of those students confirmed this alliance in the Tell Them From Me survey.

Students told us that they felt supported in the positive, safe and secure school learning environment. This positive relationship enables teachers to be able to provide ideal conditions for producing high quality lessons.

The school is also able to deliver on its learning priorities and also enables students to actively engage in achieving individual learning outcomes. This year, staff collaboratively revised the School Welfare & Wellbeing Policy, which outlined explicit behaviour expectations. The policy was presented to the P&C to gain their feedback and support. The members of the P&C collaborated with the school to better understand all school values pertaining to expected behaviours and attitudes. Under the umbrella of wellbeing, staff also produced the STAND Program. The program outlines proactive approaches to encourage good behaviour at school. This program is used consistently to celebrate student success on our formal whole school assemblies, whilst also providing support for students displaying inappropriate behaviour. Behaviour issues are dealt with quickly and fairly using anti-bullying forums based on restorative justice techniques. During weekly staff meetings, teachers discuss a range of issues from a variety of sources; including NAPLAN, and internal data. Their professional teaching judgement is utilised to discuss student related issues and incidents, be it classroom or playground related. Staff strongly support all students to ensure their social, academic and emotional needs are considered. Staff work closely with the LaST to ensure that student educational needs are monitored.

Embedding a comprehensive and inclusive Student Wellbeing framework as evidenced in the Wellbeing Evidence Set ensures that the needs of students in the school are being met. This is achieved by considering individual student needs, the needs of the teacher and whole school in planning. To support this, Kurrajong North Public School has implemented individualised Learning and Support Practices and used RAM Funding to purchase additional LaST and SLSO time. The wellbeing of students is a priority for all members of the Kurrajong North Public School community. We have achieved this by promoting positive role models as evidenced in Community & Student Engagement Evidence Set and by revising our school expectations for students by implementing effective individualised behaviour intervention practices as evidenced in Targeted Behaviour Practices Evidence Set. This has resulted in creating a positive teaching and learning environment, as students are encouraged to accept responsibility for their age appropriate behaviours. To support the continuity of learning, Kurrajong North Public School provides a safe transition process for students moving into the next phase of their education. Whether this be from pre-school to Kindergarten or from Year 6 to High School. This is evident in Transitions Evidence Set, where we have identified that building strong relationships and information sharing between families and the school, provides a positive start for each student when starting primary or secondary school.

Kurrajong North Public School also provides opportunities to increase parent and community involvement in student learning as evidenced in the Community & Student Engagement Evidence Set. The school has also ensured that its students have developed a well-rounded respect for Australia's multicultural society and Aboriginal heritage through completing programs such as 'Stomp the Gap' and experiencing special school activities for Harmony Day, Say No to Bullying Day and NAIDOC Week. The School has also provided the opportunity for students and parents to have their say through the Tell Them From Me surveys. This 'snapshot' supports the staff views that classroom and playgrounds are being properly managed and that students are pleased to be at KNPS. All new students have their reading level benchmarks recorded with the Learning and Support Teacher. The LaST also provides support for teachers to help and

accommodate programs to meet student learning needs. The LaST has also assisted teachers in developing Personalised Learning Plans. This is combined with regular contact with the classroom teacher and end of semester benchmarking. These are discussed in further detail around class meetings that occur at the end of Term 1, 2 and 4.

Staff professional learning has been focussed around their Personal Development Plans (PDPs) ensuring for deep sustained learning. This is revealed in the evidence sets Professional Teachers; A Community Journey and Quality Teaching and Learning. Teachers have visited several public schools in the area, collecting, talking and interpreting what would work best for them. The professional learning undertaken has built capacity to change or improve practice. Staff have also initiated peer observations that focus on agreed outcomes. By carefully considering the resources from our RAM, extra time has been provided for the LaST and Student Learning Support Officers to assist students under National Minimum Standards. The literacy and numeracy continuums are also used across ES1, S1 and Stage 2. The continuums inform the teaching and learning cycle. Teachers and the Principal use this data to monitor student growth. To monitor and evaluate literacy and numeracy strengths and weaknesses the principal and staff analyse external data sources such as PLAN, NAPLAN, and daily attendance rates. As well, the school has focussed on improving its internal assessment and reporting practices. The school uses all data to report back to parents about their child's progress through twice yearly reports and during PLP interviews. An extra informal parent interview is held at the end of Term 1 providing the opportunity for staff and parents to discuss their child's strengths and weaknesses. This can lead to greater opportunities for Kurrajong North to provide the best learning experience for students. These processes are described in the evidence set Data Skills and Use.

Staff have worked very hard over many years to achieve pleasing NAPLAN results. Again in 2017, excellent Year 3 NAPLAN results show KNPS is continuing upon its previous year's successes. In 2017 SMART Data indicates that the growth rate of our Year 3 students is greater than or equal to expected growth in reading and numeracy. Similarly, the majority of Kindergarten students are also showing significant achievements on the PLAN Assessment Tool. We look forward to continued growth in NAPLAN 2018 and will continue to highlight the Premier's Priorities into our 2018–2020 Strategic Plan.

Teaching

The results of this process indicate that in the School Excellence Framework domain of **Teaching**, we are Sustaining & Growing.

In the domain of Teaching, the focus of the Kurrajong North learning community has been on Quality Teaching and Learning. The School Plan 2015–2017 addresses excellence in teaching through Strategic Direction 1 – deliver quality teaching and learning programs that foster critical, innovative and reflective thinkers who are equipped to take advantage of opportunities and embrace the challenges of the future.

At Kurrajong North Public School, a culture of collaboration and reflective practice exists where the ongoing improvement of student outcomes through teacher professional learning is supported. Using the Performance and Development Framework (PDF) and QTSS initiatives, school improvement and quality practice are embedded throughout. During 2015–2017 Kurrajong North Public School has undergone a transformation from using a traditional model of professional learning to a process of evidence-informed collaborative inquiry. Through targeted professional learning, coaching and mentoring sessions, peer observations, reflective practice and collaborative teamwork, teachers have achieved improvements in student learning outcomes in their areas of focus. The impact of the model is supported in the Quality Teaching and Learning evidence set. This has included formal and informal professional learning opportunities including weekly coaching sessions, stage meetings, in-class support, demonstration lessons, lesson observations and the provision of tiered interventions. The impact of Instructional Leadership is evident in both the Professional Teachers – A Community Journey and the Quality Teaching and Learning evidence sets.

At Kurrajong North we value opportunities to collaborate with Learning Communities beyond our school. This assists with analysing and improving classroom practice and teaching skills. Teachers gain a deeper understanding, ultimately improving student achievement as evidenced in Transitions, Data Skills & Use and Student & Community Engagement Evidence Sets. Staff have developed, a culture of high expectation for academic success. This is shown and indicated in the TTFM surveys, teachers providing student feedback, student to student feedback, rubric assessments, weekly assessments, LaST testing, literacy and numeracy continuums and external student performance data. Across the school some staff and their students use a class dojo system for feedback to reinforce positive student learning and behaviour. Staff collaboratively share expertise to improve teaching practice, self-assessment and reflection. At staff meetings we have looked at the work of Professor John Hattie and understand the importance of feedback to students. The implementation of the revised Welfare & Wellbeing policy, (classroom expectations, consequences and warning processes, student recognition) supports improved consistency with classroom management thus increasing student engagement and reducing disruption in the classroom. Kurrajong North is a small school and all staff get on well. Together, we are a collaborative team and interested in student development. KNPS accept that the culture of sharing, analysing, collecting and using data is vitally important. The school uses LaST data to identify the learning needs of its students. Staff examine data from sources such as NAPLAN, to inform staff at meetings. Here, key decisions are made to suit the learning needs of students. PLAN data is used in all grades to track students' progress. This is completed over a 5 week cycle. To ensure teachers are able to use these data skills, professional learning has been completed. Similarly, teachers analyse student performance data from sources such as diagnostic reviews, reading records, literacy

and numeracy continuum cluster markers and the Waddington's Spelling and Reading Tests. The Principal, at appropriate times will share data when and where required with the school community. This has included assemblies, newsletters, P&C meetings and the yearly Annual School Report when data is used to monitor and evaluate progress of the milestones in relation to the School Plan.

At the beginning of the school year staff identified the expertise within the teaching group to be responsible for certain Key Learning Areas (KLA's), events and responsibilities. Teachers analyse and reflect on this information and use it as a valuable means of professional growth. At Kurrajong North peer observation promotes an open environment where public discussion of teaching is encouraged and supported. During Clubs, the Sporting Schools' Program, specific K.L.A days and other whole school events, teachers work well together to improve teaching and learning opportunities within their class. All teaching staff at KNPS take personal responsibility for improving their professional practice.

All teachers have a negotiated Performance and Development Plan (PDP). PDP's are produced following discussions with the Principal. The teachers' personal goals link with the aims of the school's Strategic Directions. All professional learning is authorised and planned to support and reach these goals. In 2016, many extra hours of professional learning undertaken at staff meetings has addressed several areas of need for KNPS. Other professional learning related to understanding the elements of the School Excellence Framework (SEF) was also undertaken. Staff also focused on visiting other schools and organisations to gain an insight into what other schools/teachers feel is important. A report is presented to staff at weekly meetings to discuss any professional learning undertaken. KNPS is committed to the capacity building of all staff. Teachers have been given the opportunity to explore higher levels of accreditation tied with the School Plan and staff PDP's. KNPS has been very generous in sharing its expertise to help build the knowledge and skills for the External Validation process across many Hawkesbury schools.

The work of the school team has been highly valued and appreciated by other bigger schools. The emphasis at KNPS this year has been to fund teacher time in order to collaborate and reflect on teaching. Our School Excellence Framework self-assessment survey and the External Validation process has assisted the school to refine strategic priorities in our school plan, leading to further improvements in the delivery of education to our students. KNPS teachers have a stake in their school. They help make the decisions and set the goals, thus participating in the ownership of their school. This type of commitment makes KNPS teachers valuable employees, and it instills a sense of being a part of something bigger. Teachers at KNPS are role models for their students. It is important for our students to see the amazing contributions our teachers make at all levels. Seeing teachers who readily give of themselves provides students with the courage to make a difference as well. The entire school becomes better because of its positive attitude towards unconditional support.

Leading

The results of this process indicate that in the School Excellence Framework domain of **Leading**, we are sustaining & growing.

Kurrajong North Public School has well developed programs that utilise local expertise as well as experience beyond the school to enhance teaching and learning outcomes. This is evident by our participation in a wide range of extra curricula opportunities such as sporting gala days, Dance & Choir performance, participation in eisteddfods and the SRC Leadership program as evidenced in Student & Community Engagement Evidence Set. These programs provide opportunities for students to develop their leadership skills and citizenship skills as ambassadors representing the school. To provide opportunities for staff to develop their leadership skills, we have linked with the Colo Learning Community and the Hawkesbury Small Schools Network. This has provided opportunities for staff to develop their leadership skills, as evidenced in the Professional Teachers – A Community Journey Evidence Set. By identifying professional expertise within the staff, our SRC Coordinator now leads the training of School Leaders and the Peer Support Leaders, overseeing the implementation of these programs across the school and effectively communicating to the school community. The 2015 – 2017 School Plan was collaboratively developed with the school community. This involved consultation through a series of P&C meetings.

The School Plan is aligned with system priorities, particularly Well-Being which is identified through the milestones. The monitoring, review and progress of the strategic directions is communicated to the school community regularly through the P&C and is reported on in the Annual School Report. This plan was revised again in Term 2 2015 with the appointment of a new principal. The School Plan has milestones that are reviewed by the staff each term. Staff feedback has been appreciated and implemented to strengthen and achieve these milestones. The Plan's progress is communicated to the school community and reported on in the Annual School Report. Late in 2016 Kurrajong North Public School (as a part of Group 3) implemented the LMBR.

The School's budget is closely aligned to the School Plan and is discussed regularly at meetings with the School Administration Manager and P&C to allow for transparency and provide opportunities for feedback and questions around the allocation. The school directs RAM Equity funding to areas of need within the school in relation to additional staff, resources or supplementing learning opportunities. School maintenance is a collaborative process between the Principal, SAM and representatives from Assets Directorate and Contractors.

Throughout 2015–2017 the school saw several major upgrades that took place due to the effective and efficient use of

school resources. These included the installation of a fifth classroom, improved signage, updating the school newsletter and school website as well as the initiation of a school facebook page. School grounds are attractive and safe. Classrooms are motivating places and respected by staff and students. Our tennis court is hired out to a local coaching company every Friday morning which provides a little extra income. Technology facilities include a class set of iPads, laptops for all students 3–6 and the latest Hitachi touch panels. Most recently the school has re-landscaped the playground equipment area, replacing bark with rubber softfall. Our garden areas reflect the importance of developing pride in our surroundings and the school is regularly a finalist in local council garden competitions. Our gardening club is in the process of installing a sensory garden in our sandpit area. To enhance and strengthen the productive relationship between the community and the school, the school holds a range of activities which involve the community.

Open Day is celebrated in Education Week and brings approximately 60 families; twice the school population to the school. Grandparents Day is also celebrated annually and also draws large groups into our school. Community partnerships are many and varied, providing varied resources and opportunities to support student outcomes. The Sub-branch of the Richmond and St. Marys RSL, sees students actively participating in ANZAC and Remembrance Day ceremonies. Other partnerships include the Kurrajong CWA, Rotary and the Hawkesbury City Council. The school has a strong connection with and supports the Hawkesbury Community of Small Schools with active meetings and principal presentations held once a term. As well, the school leaders are a voice to help inform decision making. Year 6 travel to Sydney each year to attend the Halogen Young Leaders day developing leadership skills as part of the STAND program. Importantly, all staff will continue to have purposeful leadership roles based on experience and expertise. Staff members will continue to contribute as a cohesive whole-school team. Role statements and areas of responsibility are willingly embraced to achieve the school's strategic direction and vision. Professional development programs will support the development of leadership capacity. KNPS believe that all professional learning should contribute to the school plan. The Principal regularly and actively collects and seeks feedback from experienced staff and school community through annual and TTFM surveys, school gate talks with parents, parent-teacher events, transition meetings and P&C forums.

The school is acutely aware of the need to communicate effectively with the school website <http://www.kurrajong-n-p.schools.nsw.edu.au>, Facebook, Flexibuzz, emails Newsletter and SMSs providing the community with up-to-date information about school and student progress. Our self-assessment and the external validation process will further assist the school to refine its strategic direction in our school plan, leading to further improvements in the delivery of education for the students of Kurrajong North Public School.

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 Teaching and Learning

Purpose

To deliver quality teaching and learning programs that foster critical, innovative and reflective thinkers who are equipped to take advantage of opportunities and embrace the challenges of the future. Student progress will be tracked from Kindergarten to Year 6 allowing for the development of differentiated learning programs to meet student needs.

Overall summary of progress

School-wide focus on quality teaching and learning has enabled us to achieve significant progress in this strategic direction. Targeting learning support has enabled us to identify students with possible learning issues very early. There have been significant observable improvements in learning, most notably 95% of kindergarten students in 2017 progressing into Year 1 were either at or above the level suggested on both the literacy and numeracy continuums. Links with our Small Schools Professional Learning network have enabled our staff to form strong connections with colleagues enabling the production of scopes and sequences for English, Mathematics, Science & Technology and History/Geography. Numeracy & Literacy events have been promoted throughout the community thus strengthening the reporting of these areas to parents.

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">• All students will show positive growth in NAPLAN results• At least 90% of all students will achieve cluster markers relative to their grade at each stage of their progress.• Increase the proportion of KNPS students in the top 2 NAPLAN bands in literacy and numeracy by 8% including a 30% increase for Aboriginal students• (Premier's Priorities)	<p>Beginning teacher funds used</p> <p>Increased LaST funds used</p>	<p>Strategic monitoring of beginning teachers to enable mentoring</p> <p>Number of students in top bands increased</p> <p>Intensive focus on early years assessments.</p>

Next Steps

As this planning cycle concludes, we will continue to build on the improved Learning and Support processes and strengthen the support for not only struggling students but also Gifted and Talented students. Emphasise differentiation in the classroom and embed it in programming.

- Investigate school based 'tracking systems to ensure all students are monitored accurately and to provide easier access to data.
- Review and seek professional learning for Writing success. In 2015–2017 we explored professional learning in writing however further work need to be done in this area.
- Review and update reporting to parents process. Improve school reports so that they better align with learning continuums.
- Investigate Visible Learning practices.

Strategic Direction 2

Leadership Development

Purpose

To develop leadership density within the school, allowing staff members to maximise their professional learning, lead whole school growth in policy making and curriculum development and enhance their opportunities for leadership roles outside of their immediate school environment. To expand student leadership prospects with the development of a comprehensive whole school leadership program and to broaden the breadth and scope of community participation.

Overall summary of progress

Individual and collaborative leadership development to assist staff delivering school projects, monitoring effectiveness and communicating progress with stakeholders. We developed strong leadership among the student body and provided them with opportunities to lead. The implementation of the new Performance Development Framework has led to staff engaging in a much deeper reflective process guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth. Staff have engaged with the new strategic planning process and are routinely monitoring, evaluating and reviewing milestone implementation and impact. Student leadership has been extremely successful and strong. The school now has an active SRC and capable student leadership programs.

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">• 85% of staff assume responsibility for the development, management and evaluation of projects.• 90 % of parents participate in surveys and questionnaires.• 30% of students participate in leadership initiatives.	<ul style="list-style-type: none">• Stage 3 teacher taking on Leadership role including 1/5 days as Rel. Assistant Principal• Casual Days purchased for PDP conferences• Professional learning Costs	<p>90% staff now engaged in al leadership role of some kind.</p> <p>SRC entrenched in school ethos,</p> <p>100% of students in Year 6 have leadership roles</p> <p>Third sporting house established</p>

Next Steps

Mentoring program has allowed for more constructive peer observation for all staff members to promote outstanding collaboration, observation and professional sharing of evidence.

- School staff will have a performance development plan based on the new department policy. Staff members develop an understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth.

Strategic Direction 3

Staff & Student Wellbeing

Purpose

We will foster a safe, nurturing and supportive environment where all staff and students can develop socially, emotionally and intellectually. Students and staff will be provided with opportunities to develop their leadership skills, social responsibility, resilience, confidence and self-esteem.

Overall summary of progress

Staff implemented programs which encourage and foster resilience in students. Anti Bullying forums gave students a voice to air concerns regarding their own well being. The school concentrated on its three key values of Respect, Resilience and Responsibility. These initiatives saw an improved 'tone' take place in our playground with little or no playground incidents being reported. A focus on WHS responsibilities provided staff a solid base for understanding their roles and improved knowledge of WHS matters. Improved parent communication and commitment to well being have provided opportunities for all members of our school community to learn and succeed. The introduction of facebook to parent body was widely accepted as too were the Life Skills lessons and professional 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">• Positive feedback regarding school environment in Quality Of School Life Surveys• More parental communication with school on a daily basis—Tiqbiz App use will increase. Improved communication opportunities for parents via technology using Tiqbiz App Statistics• Parents and students responses from the "Tell them from me" surveys reveal an improving culture within the school• Reduction in the number of welfare incidents related to peer conflict.• Increased parental involvement in classroom based activities	<p>Mindfulness – Life skills used throughout school</p> <p>Staff and students involved in meditation workshops</p> <p>\$4500</p>	<p>School Facebook page positively embraced.</p> <p>Peer conflict incidents reduced.</p> <p>Responses from parents to surveys in terms of number responding has not increased as much as was hoped.</p>

Next Steps

Steps Continuation of Anti Bullying forums with introduction of Celebrations, Cares & Concerns. Implement Life Skills Professional Development for Students and staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$ 2984	<p>Strategic Direction 1 –Quality Teaching and Learning. All aboriginal students have a personal learning plan (PLP) and are making progress across the literacy and numeracy continuums.</p> <p>Aboriginal students are demonstrating higher average levels of progress than non–Aboriginal students. Cultural significance is included in all PLPs All students exposed to Indigenous artefacts.</p>
Low level adjustment for disability	\$ 25 946	<p>Strategic Direction 1 –Quality Teaching and Learning . All students requiring adjustments and learning support were catered for within class programs and other whole school strategies. Students were referred for learning support. Additional Learning and Support time was purchased.</p>
Socio–economic background	\$ 3337	<p>Strategic Direction 1 –Quality Teaching and Learning – purchase of class set of ipads has enabled technology for those students without access at home</p>
Location Loading	\$ 1622	<p>This funding was absorbed by general school expenses such as cultural excursions</p>
Teacher Professional Learning	\$ 8253	<p>Strategic Direction 1 –Quality Teaching and Learning Professional learning for staff on creative and critical thinking; Seven Steps to Writing Success and Life Skills.</p>
Computer Coordinator	N/A	N/A

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	47	47	49	48
Girls	45	51	53	53

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Class sizes

Class	Total
KINDERGARTEN	12
1B	18
2	20
34	26
56M	27

Student attendance profile

School				
Year	2014	2015	2016	2017
K	98.3	97.8	96.6	96
1	95.8	97.6	94	95.5
2	97.5	95.6	95.8	96.3
3	95.7	97.3	96.1	95.2
4	96.7	96	96.9	96.6
5	91.2	96.5	97.1	96.1
6	97.1	95.6	95.2	95.5
All Years	96.4	96.7	96	95.9
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

Management of non-attendance

On return to school a note is sent home to parents requesting a reason for the student absence . If a student is away from school for 3 or more days without parent contact a phone call is made by teachers to the parent/s. Our School Administration Manager checks our class rolls on a regular basis to ensure attendance K-6 is monitored. Once a term the Home School Liaison Officer checks overall attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	4.49
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.71
Other Positions	0

*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies . Kurrajong North Public school is a small school and as such has a teaching principal. A relieving assistant principal was appointed this year due to our enrolment numbers reaching 104.

Kurrajong North Public school staff are very experienced and most have been employed at the school for many years.

Workforce retention

In 2016 a long term classroom teacher took extended leave. This leave continued in 2017 and will continue into 2018. This position is covered by a temporary teacher.

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	20

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by the staff of Kurrajong North Public School in 2017.

With research supporting teacher quality being the single largest indicator of student success, this was a focus area for us.

The continued implementation of the Learning Model Business Reform (LMBR) and its' associated budgeting tools saw a great deal of our budget spent on professional learning for the School Administrative Officer as well as the principal.

Whole school adaptation of the Life Skills program also took a great number of professional learning funds.

Staff regularly undertook professional learning to enhance their skills and knowledge. With a common PDP goal to improve student writing results all staff were involved in the 'Seven Steps To Writing Success' professional learning program.

Other Activities undertaken included:

- Child Protection
- Code of Conduct Training
- Anaphylaxis
- Financial Management
- Aboriginal Education
- Accreditation at Highly Accomplished & Lead Teacher
- First Aid/CPR
- Seven Steps to Writing Success
- Life Skills
- Autism Spectrum Disorder
- Creative and Critical Thinking in the Classroom
- Anti Racism
- iPads in the classroom
- Live Life Well@School

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	74,365
Revenue	1,073,301
Appropriation	1,004,791
Sale of Goods and Services	-353
Grants and Contributions	68,226
Gain and Loss	0
Other Revenue	0
Investment Income	637
Expenses	-1,120,549
Recurrent Expenses	-1,120,549
Employee Related	-900,694
Operating Expenses	-219,855
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-47,248
Balance Carried Forward	27,117

Early in 2015 we had planned to build a covered area for students. After much negotiation it was called to tender in 2016 and in 2017 \$50,000 was removed from the school's account to continue the process. As there has been no further progress on the covered area it would be more accurate to state that the school finished 2017 with a surplus of \$2752 rather than a deficit of \$47248 as stated in the summary table.

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	850,116
Base Per Capita	15,588
Base Location	1,622
Other Base	832,906
Equity Total	32,267
Equity Aboriginal	2,984
Equity Socio economic	3,337
Equity Language	0
Equity Disability	25,946
Targeted Total	39,129
Other Total	40,453
Grand Total	961,966

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.

In the area of Literacy and Numeracy students in Year 3 performed either above state averages or within them. Overall this is an outstanding result. Intensive focus on the early years of school at KNPS are obviously working. Both boys and girls have performed exceptionally well in Year 3. The results in Year 5 have revealed that whilst Year 5 Boys have made good progress in the area of writing, they are now experiencing difficulties in numeracy. This area will require further investigation and will be responded to in the 2018–2020 Strategic Plan.

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.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. All of our aboriginal students continue to perform well.

Parent/caregiver, student, teacher satisfaction

Parents

Parents were surveyed using Survey Monkey on a number of aspects relating to school life. This year parent responses were lower than normal. 60% of parents chose to respond to the survey. Of the 60 %,the following information was garnered:

50% of parents meet with their child's teacher at least weekly or monthly;

70% felt extremely confident or quite confident in helping their child develop good friendships;

99% felt that they put a lot of effort into helping their child learn to do things for themselves;

80% of parents discuss the school and its performance with other parents on a weekly or monthly basis;

45% frequently help their children to understand the content taught at school;

43% of our parents help out at school on a weekly or monthly basis with 21% never coming to school to help;

81% believe that our school's approach to discipline works extremely or quite well;

100% felt that their child experienced a sense of 'belonging' to their school;

80% of parents feel that our school prepares their child well for the next academic year;

Students

Students (4–6) from Kurrajong North Public School completed the *Tell Them From Me* survey which included nine measures of student engagement alongside the five drivers of student outcomes. This report summarises the results.

89% students had a high rate of participation in sports with an instructor at school, other than in a physical education class compared to the NSW Government norm of 83%

57% of students have a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committees compared to 55% NSW Government norm.

85% of Students feel accepted and valued by their peers and by others at their school; NSW Government norm 81%

88% of Students have friends at school they can trust and who encourage them to make positive choices; NSW Government norm 85%

98% of our students believe that schooling is useful in their everyday life and will have a strong bearing on their future. NSW Government norm 96%

75% of our students do homework for their classes with a positive attitude and in a timely manner. NSW Government norm 63%

100% of our students felt that they do not get into trouble at school for disruptive or inappropriate behaviour. (this is confirmed by zero additions to behaviour book) NSW Government norm 83%

79% of Students are interested and motivated in their learning while 100% of Students try hard to succeed in their learning.

59% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%.

Teachers

Staff at Kurrajong North were surveyed using TTFM and the following results were revealed:

Leadership – All staff felt that the school leadership was providing them with excellent direction and challenge School Mean 9.2 (NSW Govt Norm 7.1)
Collaboration was highly valued School Mean 9.1 (NSW Govt Norm 7.8). Staff felt the Learning Culture in the school was valued and positive School Mean 9.0 (NSW Govt Norm 8.0)

86% strongly agree school leaders in their school are leading improvement and change.

Policy requirements

Aboriginal education

Our students have had the opportunity to appreciate the contributions Aboriginal heritage has made in shaping our Australian identity. During 2017 all students of Aboriginal background had a personal learning plan developed with parents, teachers and students working together on common goals. During NAIDOC week many cultural activities were organised and aspect of Aboriginal culture are embedded in all teaching and learning programs. Our school on a daily basis continues to fly the Australian and Aboriginal flags. All assemblies include an acknowledgment of

country.

We continue to strengthen our relationship with the Muru Mittigar Aboriginal Cultural & Education Centre.

Multicultural and anti-racism education

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs, which develop the knowledge, skills and attitudes required for a culturally diverse society. Our school celebrated and embraced Harmony Day again this year. A variety of classroom, stage and whole school activities occurred throughout the week leading up to this very special day to acknowledge that we are grateful and accepting of the cultural diversity that not only exists within our school but also the greater community. Our teachers continue to undertake professional learning in anti-racism.