

# Kurri Kurri Public School

## Annual Report



2017



7422

## Introduction

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

Eve Eather

Principal

### School contact details

Kurri Kurri Public School

Lang St

Kurri Kurri, 2327

[www.kurrikurri-p.schools.nsw.edu.au](http://www.kurrikurri-p.schools.nsw.edu.au)

[kurrikurri-p.School@det.nsw.edu.au](mailto:kurrikurri-p.School@det.nsw.edu.au)

4937 1235

### Message from the Principal

American Educational reformer John Dewey said "Education is not preparation for life, education is life itself".

The time we spend as scholars in primary school is not some isolated stage of existence, it is a key time in our lives.

What do children learn in primary schools? They learn the basic and beyond of literacy and numeracy. They are exposed to science, arts and technical skills, and begin to form an idea of where their interests and passions might lie in the years ahead.

They learn about being with other people, forming relationships, and differences and similarities between themselves and others.

Our significant goal is that they form a positive view of themselves, and that their ability to manage the diversity of people they encounter and to respect others, grows and develops to help them to become strong citizens as they move towards becoming the adults of the future.

Every year at Kurri Kurri Public School we deliver the programs and the support that our young people need to keep learning and developing towards their adult selves.

We are guided each three years by an informed school plan, based on evidence gathered from the school data and documentation, scholars, staff and parents. From our 2015–2017 school plan, we have become consistent in our practices in numeracy and literacy across the school, as well as in our implementation of PBL, mindfulness, explicit teaching, assessment of learning and in how our classrooms look, feel and sound. We offer programs to support the whole child with opportunities for children to succeed in performing arts, engineering, public speaking and debating, sport and more.

What successes are evidence of this ongoing planning and commitment from 2017? There are many highlights. We had two athletes compete at state level. We have a scholar achieving a Regional award for achievement in sport. We have had numerous children participate in a variety of academic contests and achieve at high levels. This has included having a scholar achieve a commendation in the prestigious Dorothy MacKellar award. We have grown strong in debating. We had three scholars participate in regional public speaking, with one winning the Stage 2 competition this year. In all of our PSSA knockout sports we went through several rounds of competition before exiting the competitions. Our choir has participated successfully at Hunter Choralfest and Abermain Eisteddfod, and our Junior and Senior Dance Ensembles were selected to perform at Hunter Dance Festival. This was our first year of participation in the Children's University program and it was delightful to see so many scholars take part in the graduation at the University of Newcastle earlier this term.

These successes are fabulous, and keep the name of Kurri Kurri Public School in the eyes of the public. However it is our daily successes, and the ongoing growth of our scholars from the beginning to the end of the year that define the work of schools, and are the deepest motivation for staff to keep coming in every day, no matter what challenges may arise.

Helping our scholars achieve each year is a fantastic staff. We have an outstanding team of teachers and leaders at Kurri Kurri Public School. Their passion for their work is evident. They work hard. Teaching is not for the faint hearted. They collaborate together to plan for the daily and future learning of the children. They know the children very well and are never complacent about their task of helping them learn and develop. They embrace ongoing professional learning and always look to do better for each and every scholar in their care. Supporting teachers we have our amazing SLSOs – what a superb team of experts and child whisperers, who go above and beyond their role description every day. Added to this is our first class office staff, our support personnel and consultant staff. Everyone values the important contribution their job makes to the daily lives of our scholars and their families. Working at Kurri Kurri Public School is not just a job, it is a labour of love.

Thank you to our families and friends for your support of our school this year, and in particular thank you to those who have been able to volunteer their assistance in any way to the school this year. Our P&C this year has been a small but mighty group led by President Christine James. They have put great initiatives into reality, such as this year's colour run, and been effective in fundraising from our regular P&C events and stalls as well.

We are blessed as a school by a number of community partners who support our scholars and families each year. These include the AECG, Rotary, Coles, Samaritans, Centre for Hope, Learning Links, Lions Club, our local community centre, library and the OOSH to name a few, as well as our local community of schools.

I would like to acknowledge those families who leave us this year, particularly those who have their last child completing Year 6 at Kurri Kurri Public School. It has been a privilege for the school to have been trusted with the care of your child and to be part of your history as a family. Perhaps one day the school will welcome back the next generation of your family –it has certainly been the way of Kurri Kurri Public School.

Being at the end of a three year plan means that we are looking at the implementation of a new three year plan, for the years 2018–2020. Of course this has been informed by evidence from our stakeholders and a variety of sources. Key to our plans is continuation of the excellent pedagogy and practices we have established in numeracy and literacy. Added to that will be furthering the building of strong citizens and a strong community through wellbeing programs in positive psychology, mindfulness and resilience. We will also be focused on ensuring scholars see learning as a joyful pursuit, and they will see the connections between areas of learning. We will have focus on play–based learning, inquiry learning and an emphasis on creative arts, physical activity and creating and using flexible indoor and outdoor learning environments. All achievable and a lot of fun. We look to ensure that our school is definitely a great place for scholars to learn and grow with purpose, joy and passion.

Congratulations to our scholars for your work this year, and very best wishes to our Year 6 for your future in High school. For you, and for everyone I recommend a thought from avid learner and writer Anthony D'Angelo – “Develop a passion for learning.If you do, you will never cease to grow.”

Eve Eather

Principal

Kurri Kurri Public School

# School background

## School vision statement

### Our Vision

At Kurri Kurri Public School we are focused on our mission statement of Learning, Caring and Respect for all. Through this we ensure an inclusive, safe, supportive and connected learning environment to educate the 'whole child' to be a successful citizen of the future

### Teaching at Kurri Kurri Public School

#### **Core Principles**

- Commitment to 21st century teaching and learning for all
- Teacher accountable learning
- School wide wellbeing
- Effective school community relationships

Teaching at Kurri Kurri Public School

#### **Non –negotiables for Every Learning Environment**

- Passion and Compassion
- High expectations and excellent classroom practice
- Maintain a quality learning environment to improve outcomes for all students

#### **Imperatives of Student Engagement**

- Students are safe, have trust, respect and feel valued
- Learning experiences are challenging, motivating and significant
- Students are engaged in their progress towards their short and long term learning goals

## School context

Kurri Kurri Public School has a proud history of providing quality education. It is the centre of the Kurri Kurri community, in the area of the Hunter identified as the Coalfields. In 113 years of providing Public Education, the school has served generations of families. We are proud to be part of the ongoing lives of the community.

In 2014, as part of the implementation of Positive Behaviour for Learning, the school community endorsed a mission statement "learning, caring and respect for all". This underpins the philosophy and practices of the school.

Kurri Kurri Public School provides quality outcomes with an emphasis on best practice in a caring learning environment within the context of supportive and proactive student welfare policies, programs and procedures. The school strongly pursues academic excellence and values individual and team achievement in sporting, cultural and personal endeavours.

Kurri Kurri Public School is a large regional primary school with an enrolment of 660 (450 families) which services a diverse community. In 2017 there were 29 classes including three support (two multicategorical, one IO/IS) classes for students with specific additional needs. 16% of the student population identify as Aboriginal and Torres Strait Islanders. The school has a small, enthusiastic Parents' and Citizens' Association and a large group of parent volunteers. School learning, wellbeing and cultural programs are also supported by the local AECG committee.

The school is an active member of the Kurri Kurri Learning Community (KKLC) which includes Kurri Kurri High School and its partner schools (Stanford Merthyr, Pelaw Main, Weston, Mulbring, and Kurri Kurri Public School). The schools work together to promote a comprehensive education from K–12 in the Kurri Kurri area, through enlarging the opportunities available to students, and through staff at the schools working and learning together to improve student

outcomes.

Specialised programs operate across the school in literacy. For K–2 students these included Language, Literacy & Learning (L3), Daily Five, ES1 and Stage 1 Intensive Reading, and Reading Recovery. A strong speech and language program also operated with the support of a speech pathologist. In 2014 the school implemented the Ann Morrice Literacy Cycle for years 2–6, which has involved in class support from the creator of the approach Ann Morrice. We are seeing improvements in spelling, writing and engagement from this pedagogy as it continues in our school.

In the area of numeracy the school has a strong scope and sequence, and a consistent approach to teaching mathematics across the school. Differentiation of the curriculum is very strong. All years focus on working mathematically, and Newman's Analysis supports children in problem solving. The QuickSmart program has continued to operate for students in stages 2 and 3, with data demonstrating strong improvements in students' recall and confidence.

Students are continuously assessed in conjunction with their learning programs, and teachers plot student progress on continuums in literacy and numeracy every 5 weeks.

Aboriginal students are supported both academically, culturally and socially. All staff are trained in 8 ways of Aboriginal learning, which is linked to programming. Aboriginal equity funding is used to employ Aboriginal staff to support school programs, and to release staff to deliver key initiatives. In 2014 Bro Speak and Sista Speak programs were introduced and have continued to be delivered each year. A Junior Aboriginal Education team, the Mighty Burras, meets regularly to provide Aboriginal student voice within the school.

Future Learning and technology are a strong school focus. As well as embedded use of technology across the school, staff are looking at creating flexible workspaces for students that support collaborative and creative work and problem solving.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our on balance judgements for each domain were:

Sustaining and Growing in **Learning**, while excelling in the elements of *Curriculum, Assessment, and Reporting*

Sustaining and Growing in **Teaching**; and

Sustaining and Growing in **Leading**, while excelling in the elements of *School Resources and Management Practices and Processes*

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Quality 21st Century teaching and learning practices and environment

### Purpose

To ensure students develop relevant 21st Century learning skills through enhancing their learning environment and providing staff with the professional development and support required to deliver and maintain an integrated and engaging curriculum delivery

### Overall summary of progress

The Early Action for Success initiative saw the school provided with 2 Instructional Leaders providing professional support and capacity building for teachers and scholars K–2. These positions were supplemented with a Deputy Principal Instructional Leader and an Assistant Principal Instructional leader supporting teaching and learning 3–6, working collaboratively with the EAfS DP Instructional leaders. It has been found that the work of instructional leaders in the school has enhanced consistency in pedagogy and teaching practice K–6; staff confidence in assessing scholars for effective ongoing planning, and using the continuum to guide scholars in developing learning intentions to self-direct their learning; and has led to decreases in scholars "off the boil" in meeting benchmarks, particularly in numeracy.

Scholar/teacher conferences have become embedded as a school practice, and enable scholars to be active participants with parents and teachers at three –way learning conferences in Terms 1 and 2. There is a steady increase in the number of scholars having parents attend these conferences.

Classroom observations and monitoring of programs show that differentiation of learning is capably delivered by teachers K–6.

A range of academic intervention programs exist in the school, supported by LaST teachers and Instructional Leaders, including speech pathology, Reading Recovery and Quicksmart, as well as in class intervention supporting groups and individuals as part of differentiated classroom teaching and learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN DATA – Smart data shows increases in scholars achieving expected growth  – effect size data shows average growth of two years or more ( 1.0 or higher) for matched scholars	DP IL 3–6 \$180000 AP IL 3–6 \$150000 Intervention teachers/SLSOs – 180000 PL	While we see most scholars achieving effective growth in line with continuum benchmarks, we are not getting the consistent expected growth across literacy and numeracy strands of NAPLAN. Trend data for Year 3 was positive, and this may reflect a follow on from the implementation of EAfS in the school. With continuation of this program, intervention programs established including an effective model of delivery for speech pathology, and the continuation of the IL roles 3–6 we should see this positive trend continue in the next three years.
Tell Them From Me key survey items from students  – positive learning culture –skills–challenge ratio –rigour –motivation		2017 results showed an increase in positive responses for Positive Learning Culture (7.3 in 2015 to 7.5 in 2017) and Rigour ( 8.5 in 2015 to 8.7 in 2017). However levels for motivation and rigour saw negative trends. This is a factor that has been considered in incorporating a focus on neuroscience and investigative and play based learning focuses for 2018–2020.
Student learning goals and progress on goals visible in classrooms, and students can articulate their learning goals K–	Provision of 4 Instructional leaders  Release of teachers for	School evaluation showed that these were are evident as embedded practices in 2017.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
6, monitoring on Plan data K–6	Scholar/teacher conferencing	School evaluation showed that these were are evident as embedded practices in 2017.

## Next Steps

Maintain the 3–6 IL positions, with their role including developing staff understanding of learning progressions.

Continue to use the expertise of staff to deliver professional learning.

Implementation of future focused flexible learning, inclusive of play–based and project–based learning, and with reference to neuroscience and learning.

Maintain the implementation of the Literacy Cycle pedagogy in a sustainable manner.

Professional learning on literacy as prime focus to continue in school planning.

Continue to focus professional learning on goal setting, explicit lesson criteria and explicit feedback based on learning goals and lesson criteria.

## Strategic Direction 2

Fostering positive shared School and Community approaches to academic achievement through a focus on positive behaviour for learning and social – emotional wellbeing for all

### Purpose

To support the development of the whole child within our community by strengthening relationships between home, school and the community through extending opportunities for engagement and establishing common school community understandings and aspirations for children at Kurri Kurri Public School

### Overall summary of progress

There has been a continuing increase in the extra-curricular and GaTs focused activities available to scholars in the school. This year as well as choir and dance groups for primary scholars, a K–2 choir and dance group was formed. Musical tuition is provided in the school through both a commercial organisation and by staff members in guitar. This has also lead to performances by a student band. The school has had strong representation in CAPA, sport and academic areas in a number of competition and community events, with outstanding results by both individuals and groups throughout the year.

PBL has continued to be identified as positively impacting on scholar behaviour and consistent responses to behaviour across staff, and expectations are recognised by the whole school community. The school has yet to acquire a parent representative on the PBL committee. Student voice has been sought through Parliament and the introduction of a feedback system called "give Kookie a voice". This is an aspect that requires maintained focus and development in the next school plan.

There has been a very gradual increase in parents attending three way reporting conferences during the year. While there is greater participation in speed interviews and conferences than 40% of parents, we remain well below our 2017 target of 60%.

Mindfulness has continued to be a focus practice in the school to support the wellbeing and resilience of scholars and staff.

Attendance data has not shifted significantly this year. The school implements strong practices in addressing non-attendance which enable current and new families' issues regarding attendance to be quickly and effectively supported.

The school continued to support Aboriginal scholars through activities to strengthen cultural identity and knowledge.

Our Community Liaison Officer continues to be identified as exemplary in her role. She both provides support for families and links to services, as well as managing a range of events that engage parents with the school, and link the school to the wider community.

Overall the school is identified as warm and welcoming with positive relationships between the school and local

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM survey data – student, teacher, parent  Focus items – student motivation; positive sense of belonging; positive learning climate; teacher satisfaction with leadership; children who identify as being victims of bullying	• Socio-economic background (\$21000.00) Community Liaison Officer \$30000 Cultural group \$12000 Additional staffing to support programs \$60000 Professional Learning \$20000 Release of LST coordinator to support Wellbeing programs	There was a small negative trend in the identified target areas from TTFM for student motivation, positive sense of belonging and positive learning climate. However children who identify as being victims of bullying went from 43% in 2015 to 30% in 2017. This was significantly better than the state mean of 36%. The school was also significantly above the state mean for positive teacher-scholar relations; advocacy at school, effort; effective learning time, relevance and rigour. There was an increase in students participating in extra-curricular activities from 31% in 2016 to 39% in 2017.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
SENTRAL data collection of parent attendance at Speed Interviews and Three Way Parent Conferences		There has been an average increase in parent attendance at speed interviews and three way conferences from 40% in 2014 to 45% in 2017.
Attendance data	DP Wellbeing monitors attendance, and works closely with HSLO.	The current attendance rate is 91% compared to 93% in 2014. However while families with significant attendance issues have received support and improved attendance, changeover of enrolments brings additional scholars and families requiring support with attendance.
Trends in PBL data	Signage updates and rewards \$15000 Release for internal coaches and PBL lesson writers \$2000 PL for PBL \$6000	In TTFM data, 82% of scholars in years 4–6 identify as having consistent positive behaviour at school.  While not consistently achieving the target of 85% of scholars with 1 or no referrals during a school year, the overall percentage for this has improved by 10% since 2014, from 67% in 2014 to 77% in 2017.

## Next Steps

Continuation of PBL; mindfulness; community liaison officer; programs for attendance; promotion of parent engagement in education. There will be a greater emphasis on whole school wellbeing programs and practices rather than withdrawal, with the implementation of an instructional leadership model to support driving agreed whole school wellbeing practices particularly mindfulness utilising in school expertise.

Parent programs in mindfulness to be delivered in the school, and informing and emphasising within the school community the importance of socio-emotional wellbeing in order for scholars to be able to engage in learning.

## Strategic Direction 3

Consistent, high standard educational practices across the Kurri Kurri Learning Community group of Public Schools

### Purpose

To ensure learning for students across the Kurri Kurri Learning community is continuous K–12, and is based on quality educational delivery and consistent, high standards and shared professional practices

### Overall summary of progress

#### Aboriginal Education

Combined NAIDOC events are a wonderful celebration of culture and a great opportunity to showcase and share talents across our Kurri Kurri Learning Community. Feedback from all schools, regarding the launch and initial reaction to M Goals was positive but the follow-up in using MGoals is not as consistent as we'd hoped for due to a number of issues in schools, including the amount of teacher-time required to monitor/review goals and plans and lack of/poor quality internet access for some families.

Schools in the Kurri Kurri Learning Community continue to embrace Stronger Smarter and 8 Ways of learning, with all schools now taking responsibility for up-skilling their own new staff members in these methodologies at the beginning of each school year.

#### Curriculum and Aspirations

2017 saw the amalgamation of the former KKLC Curriculum and Aspirations committees to form the KKLC Teaching and Learning Team. This team saw the continuation of a number of key initiatives for the Kurri Kurri Learning Community. Quality Teaching Rounds continued with new staff trained in facilitation across the KKLC, and debating programs continued with a successful debating workshop and gala day. Transition programs continued to ensure smooth transitions for students moving from Year 6 into Year 7, and the Early Connections team delivered a highly successful Early Years Expo and Teddy Bear's Picnic to support successful transitions from pre-school to Kindergarten. Collaborative work around consistent teacher judgement in writing was a goal of the team that unfortunately was not realised in 2017. With the introduction of National Literacy Progressions in 2018, this remains an ongoing goal for the team.

#### Community

Kurri Kurri Learning Community placed a focus on community engagement in 2017 to assist in establishing a positive culture across schools and community. This goal was initiated with the launch of a community based Positive Behaviour for Learning initiative at the annual Business Breakfast held in term 1 at Kurri Kurri High School. Merilyn Burton, Principal of Pelaw Main Public School utilised this event to speak to over 90 community members of the importance of establishing positive relationships between schools and home, and the importance of recognising student positive behaviour both inside and outside school. This message of positivity was continued with a combined Kurri Kurri Learning Community Positivity Staff Development Day in Term 2. Over 100 staff members going to listen to a keynote address from the Positivity Institute regarding the importance of positive psychology. KKLC staff were then able to select from a positive initiative taking place within the KKLC including, restorative justice, learning HUBs and writing strategies. The KKLC also attempted to include positive news stories from all schools within a newsletter extract to ensure the continued celebration of success within and beyond the KKLC.

Positive Psychology will be a continued focus for 2018, with the community based PBL initiative being taken over within a new KKLC Team.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Average school attendance for Aboriginal Students above 90% in all settings	\$4061	Funds expended across the KKLC have supported transitions for Aboriginal students and cultural and academic programs to engage students. Attendance for Aboriginal students is near or above 90% in all settings
Evidence of	\$4835	Establishment and implementation of Community

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
community engagement in school community programs, strategies and events		PBL was a focus towards achievement related to this measure. Community PBL has extended its business and community partners in the local area, who are involved in recognising students demonstrating the community PBL expectations and awarding BASAs. This is being effectively implemented within the KKLC.
Partnerships established with community services and agencies and the KKLC group of schools	\$10347	<p>The Kurri Kurri Early Connections committee continued to operate within the Curriculum/aspirations committee. Work of this committee in combining with early childhood providers and community support agencies has been effective in establishing links that support families with children 0–8 and their engagement with health services, early education and in making links with their future schools. Attendances at two key events, the Community Expo and Teddy Bears picnics have increased, with agencies reporting follow up in connecting with families.</p> <p>Kurri Kurri Community Centre and Hunter Headspace utilised spaces at KKHS to support students and families with youth workers and adolescent counsellors.</p>
Staff participation in professional learning and collaborative practices across the KKLC	\$24146	<p>Quality teaching rounds continued to be implemented across the KKLC in 2017, with an increased number of facilitators trained. QTR enabled professional interaction and sharing of practice for teachers K–12.</p> <p>The combined Staff Development day in Term 2 included presentations on positive psychology, and also highlighted current practices in KKLC schools including restorative justice, learning Hubs and writing strategies. Positive psychology will be a major focus for professional learning and collaborative practice for the KKLC in 2018.</p> <p>Additional combined PL for the KKLC included programs related to Aboriginal education and debating.</p>

## Next Steps

In the 2018–2020 school plan, there will not be a KKLC focused strategic direction. Key KKLC products and practices will be linked with each individual schools' plan.

Key committees and programs that will continue in the next school plan will be:

- Links for transition P–K and 6–7, with the Kurri Kurri Early Connections Network continuing to promote the importance of forming early links between families and their child/children's future school. Successful practices for 6–7 transition will continue.
- Quality teaching rounds
- Aboriginal Education focus, with combined NAIDOC cultural events, as well as Stronger Smarter and 8 ways
- Community PBL
- Implementation of Positive Psychology across the KKLC. This will be a principal focus for expenditure of finances for the KKLC

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$122,988	<p>Funding was allocated to engagement of a .6 FTE Aboriginal SLSO to provide intervention and learning support for Aboriginal scholars; a .2 FTE teacher to supervise Aboriginal cultural programs and release staff engaged in programs such as Sista speak, Bro speak and Drumbeat; engagement of an Aboriginal cultural group to provide programs for both Aboriginal and non-Aboriginal scholars.</p> <p>Impacts of expenditure for Aboriginal scholars include attendance at same level as the whole school attendance level; 83% of Aboriginal scholars indicate in TTFM that they agree or strongly agree that they feel good about their culture at school; Mighty Burras JAET continues to meet regularly; shifts in achievement against the continuum for supported students.</p>
<b>English language proficiency</b>	\$4,931	The school has a cohort of EAL/D scholars of less than 4%. Funding is used to provide resources and PL for teachers with EAL/D scholars in their classroom.
<b>Low level adjustment for disability</b>	\$314,369	<p>Funding included provision of FTE 2.2 Learning and Support teachers, as well as additional SLSO support for scholars with disabilities in classrooms. The LaST teachers worked closely with Instructional leaders in monitoring data to identify scholars requiring intervention, and managing and tracking intervention provided. This ensures that the school is able to monitor learning needs of scholars and ensure that scholars do not "fall between the cracks" without identification and support programs being provided where there are difficulties with learning and behaviour. The need for provision of learning support whether through teacher intervention or SLSO support exceeds the funds available.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$60000	Funds were used to provide additional time for Stage APs to work in classes with teachers they supervise; enable the AP ES1 to engage in transition programs with incoming kindergarten scholars for the next year; and to support the LST coordinator in managing their work load. School evaluation identified our effective Kinder transition program, and strong executive support for teachers and scholars.
<b>Socio-economic background</b>	\$828,809	<p>Key expenditure areas include:</p> <ul style="list-style-type: none"> <li>• engagement of a DP and AP Instructional leader 3–6 to collaborate with the work of the EAfS DP ILs in building staff capacity in teaching and learning in numeracy and literacy, and in reviewing scholar achievement levels to inform future planning of learning. This has resulted in high levels of staff confidence in implementing pedagogy and in assessing and planning, as well as high levels of consistency of quality practice K–6</li> <li>• speech pathology program – this involves a three day engagement of a speech</li> </ul>

<b>Socio-economic background</b>	\$828,809	<p>pathologist who works with a team of SLSOs. This provides extensive and consistent assessment and delivery of programs in speech and language to support identified scholars with a main focus on Years K-2. This has seen strong levels of improvement on assessable skills for scholars in the program. The speech pathologist works closely with the LST in both providing information on scholars, and in identifying needs for assessment of new scholars</p> <ul style="list-style-type: none"> <li>• quicksmart – This program enhances computational and operational skills of identified scholars in Years 4 and 5. Scholars involved in this program continue on average to achieve 2 years growth or more in NAPLAN</li> <li>• Provision of professional learning to support school plan initiatives</li> </ul>
<b>Support for beginning teachers</b>	\$118528	<p>8 temporary teachers were identified as eligible for beginning teachers support, with 4 permanent teachers in their second year of beginning teachers support. Support provided additional RFF, including additional days at key points in the school calendar such as reporting and to access internal professional learning. It also released mentor teachers to work with beginning teachers. 3 of the first year beginning teachers completed accreditation during 2017.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	348	352	359	344
Girls	312	311	295	312

Enrolment numbers have remained stable overall in the last few years.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	95.3	94.6	93.6
1	91.4	94.2	91.8	93.4
2	93.5	92.1	92.4	91.5
3	91.7	93.4	90.4	92.5
4	92.9	92.6	91.2	91.2
5	92.8	94.2	90.5	90.2
6	90.9	93.7	92.5	90.8
All Years	92.6	93.7	91.8	91.8
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 position of DP Wellbeing monitors attendance, and there is a reference group that meets twice a term to monitor and develop strategies to maintain and improve attendance. The DP Wellbeing liaises weekly with the Home School Liaison Officer, to identify those families whose attendance patterns require them to be placed on HSLO caseload. There are strategies in the school to promote positive attendance that are having impact on attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	26
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	2.2
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	7.06
Other Positions	0

\*Full Time Equivalent

Three teachers and two School Learning Support Officers identify as Aboriginal.

### 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	8

### Professional learning and teacher accreditation

All teaching staff develop Professional Development Plans each year. These plans are reviewed mid year, and at the end of the year. All teaching staff completed end of year reviews, and plans were signed off by teachers and supervisors.

8 temporary teachers were identified as eligible for beginning teachers support, with 4 teachers in their second year of beginning teachers support.

1 permanent and two temporary teachers completed their accreditation during the year.

No teachers are currently working on higher levels of accreditation.

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
<b>Balance brought forward</b>	<b>867,724</b>
Global funds	304,546
Tied funds	708,760
School & community sources	58,137
Interest	7,882
Trust receipts	47,963
Canteen	0
<b>Total Receipts</b>	<b>1,127,287</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	113,838
Excursions	14,520
Extracurricular dissections	44,402
Library	1,984
Training & Development	62,188
Tied Funds Payments	907,070
Short Term Relief	130,863
Administration & Office	124,828
Canteen Payments	0
Utilities	68,054
Maintenance	60,186
Trust Payments	92,385
Capital Programs	0
<b>Total Payments</b>	<b>1,620,318</b>
<b>Balance carried forward</b>	<b>374,692</b>

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.

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

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,391,389
Appropriation	1,234,132
Sale of Goods and Services	601
Grants and Contributions	156,470
Gain and Loss	0
Other Revenue	0
Investment Income	187
<b>Expenses</b>	-1,079,884
Recurrent Expenses	-1,079,884
Employee Related	-759,743
Operating Expenses	-320,141
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	311,505
<b>Balance Carried Forward</b>	311,505

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

A significant percentage of the balance carried forward was designated for the payment of salaries, consultancy fees for the next year (eg speech pathology) as well as office and classroom resources for the beginning of 2018.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	4,065,464
Base Per Capita	102,971
Base Location	0
Other Base	3,962,492
<b>Equity Total</b>	1,271,099
Equity Aboriginal	122,988
Equity Socio economic	828,809
Equity Language	4,931
Equity Disability	314,369
<b>Targeted Total</b>	665,501
<b>Other Total</b>	558,305
<b>Grand Total</b>	6,560,368

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.

#### Year 3 Reading

In 2017, 97 students participated in NAPLAN reading assessment. Although results indicated responses were 10% below state average, there has been a growth from 17% to 23% in the top 2 bands (Bands 5 and 6). Further analysis using the band predictor tool has indicated that a +3 band prediction would have resulted in 31% achieving in the top 2 bands.

#### Year 3 Writing

In 2017, 98 students participated in NAPLAN writing assessment. There has been a growth from 21% to 32% in the top 2 bands (Bands 5 and 6) and a positive 9 % shift from students in lower 2 bands (Bands 1 and 2) .Further analysis using the band predictor tool has indicated that only a +1 band prediction would have resulted in 41% achieving in the top 2 bands. Student responses for identifying order and connection of clauses in Grammar and Punctuation were 10% above the state percentage.

#### Year 5 Reading

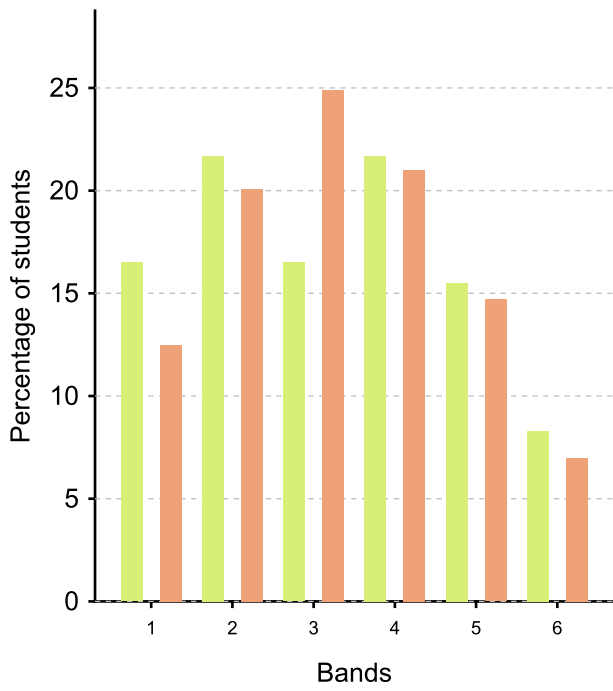
In 2017, 95 students participated in NAPLAN reading assessment. Although results indicated responses were 10% below state average, there has been a noted shift in students achieving mid-range bands (Bands 5 and 6). Further analysis using the band predictor tool has indicated that a +4 mark band prediction would have resulted in 39% achieving in the top 2 bands (Bands 7 and 8).

#### Year 5 Writing

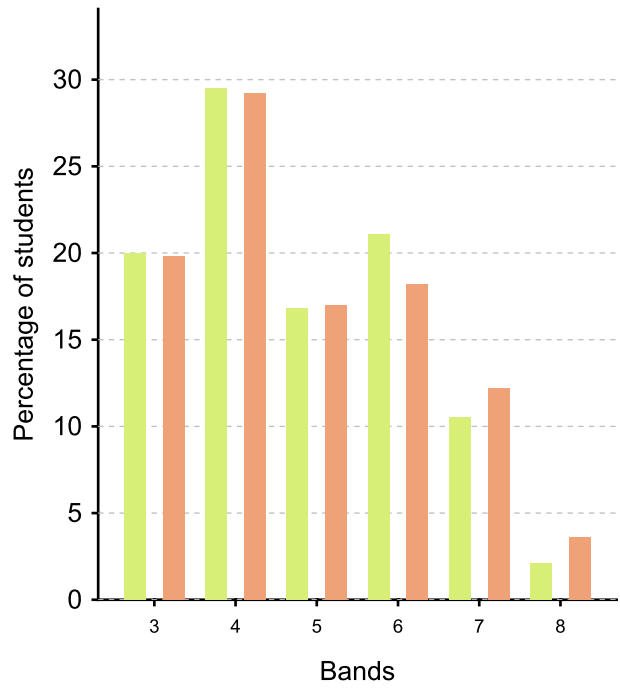
In 2017, 97 students participated in NAPLAN writing assessment. Although results indicated responses were 10% below state average and trend data in writing is showing a decline in achievements, there are 45% of students achieving mid-range bands (Bands 5 and 6). Further analysis using the band predictor tool has indicated that a +4 mark band prediction would have resulted in 78% achieving in the mid-range bands and 15% achieving in the top 2bands (Bands 7 and 8).



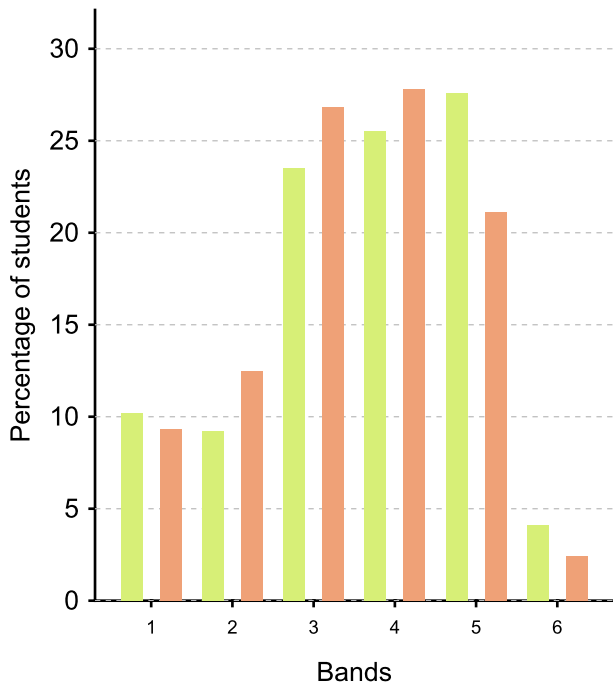
**Percentage in bands:**  
Year 3 Reading



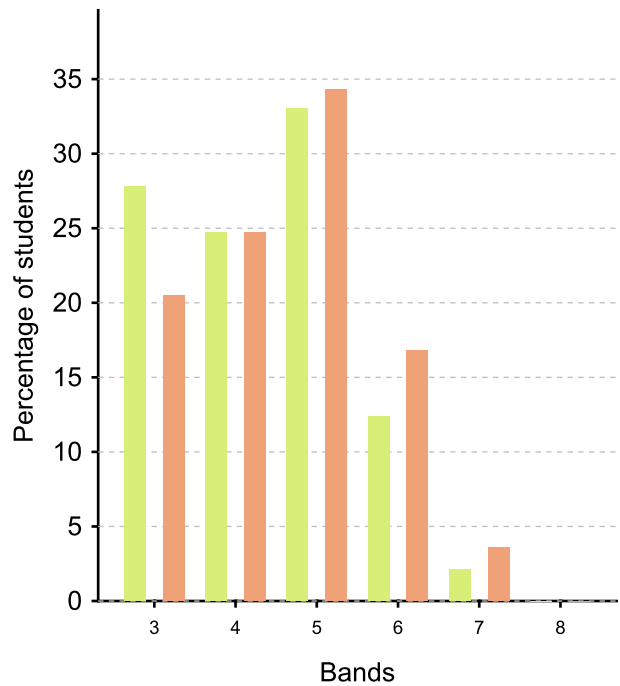
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Writing



**Year 3 Numeracy**

In 2017, 96 students participated in NAPLAN numeracy assessment. There has been positive growth from 8.4% to 21.8% in the top 2 bands (Bands 5 and 6). Further analysis using the band predictor tool has indicated that

+3 band prediction would have resulted in 41% achieving in the top 2 bands.

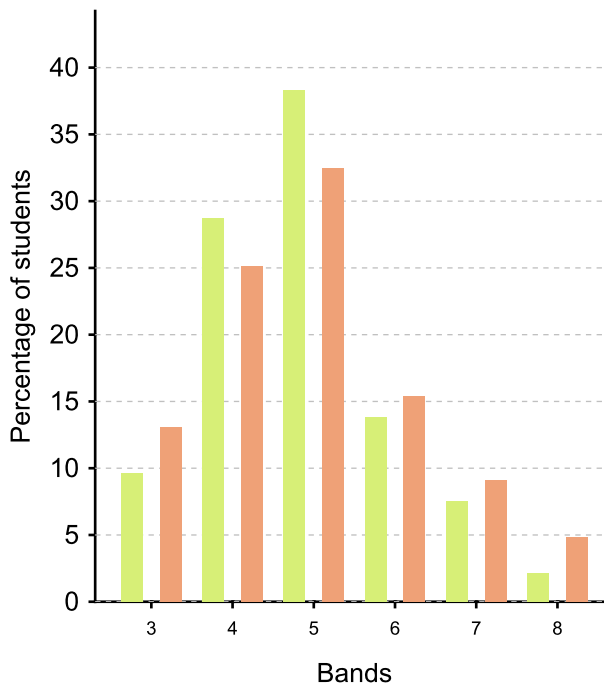
Strategic direction planning has addressed key areas using the data analysis to further assist students in achieving band predictor benchmarks. School targets will also ensure continued student growth as indicated by the positive increase in 2017 trend data for Year 3 literacy and numeracy.

### Year 5 Numeracy

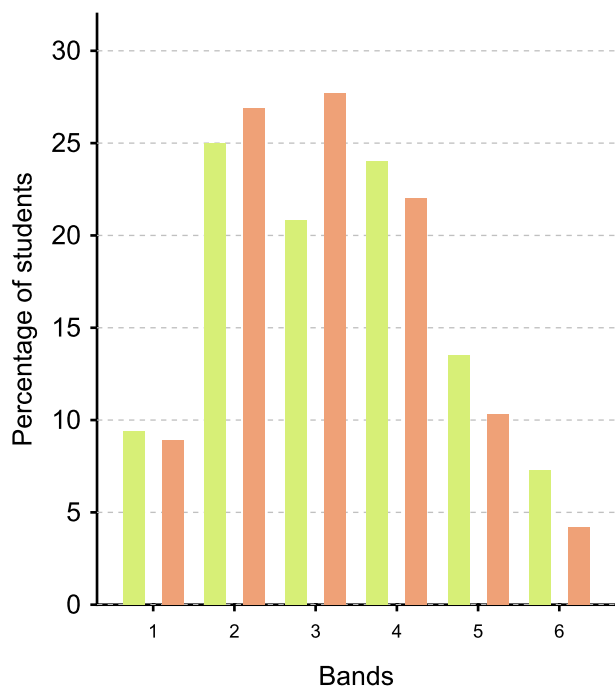
In 2017, 94 students participated in NAPLAN numeracy assessment. Although results indicated responses were 10% below state average and trend data in numeracy indicates a decline, there has been a 19% growth in students achieving Band 2 from Band 1. Further analysis using the band predictor tool has indicated that a +5 mark band prediction would have resulted in 70% achieving in the mid-range bands (Bands 5 and 6) and 18% achieving in the top 2 bands (Bands 7 and 8)

Year 5 results have indicated 64.3% expected growth in reading, 49.9% expected growth in writing and 96.1% expected growth in numeracy from Year 3 to Year 5. Although results achieved at a whole school level were below expected state growth levels, the majority of individual students (84%) achieved positive growth gains in literacy and numeracy from Year 3 to Year 5.

Percentage in bands:  
Year 5 Numeracy



Percentage in bands:  
Year 3 Numeracy



In relation to *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands – In Year 3 Reading 16.6% of Aboriginal students were placed in the top two bands. In Year 3 Writing 33% of Aboriginal students were placed in the top two bands. In Year 3 Numeracy 25% of Aboriginal students were placed in the top two bands. Overall data for Year 3 Aboriginal students reflected a positive trend, which is in line with the whole grade data trend.

No Year 5 Aboriginal students were in the top two bands for Reading, Writing and Numeracy.

### Parent/caregiver, student, teacher satisfaction

#### Kurri Kurri PS School Evaluation 2017

The Kurri Kurri Public school 2017 Evaluation was conducted in September 2017.

The evaluation reviewed school performance and made recommendations in regard to:

**Learning** – student engagement in learning and achievement

**Teaching** – Quality teaching practices and curriculum implementation

**Leadership** – professional support of staff and building staff capacity, community engagement, management and communication

## **METHODOLOGY**

Interviews, focus groups, observations, surveys, assessment data, matrix and document analysis were used for the Evaluation

### **Key evaluations**

Writing and spelling; Differentiation; Executive and specialist support of staff

Based on the evaluation, there is a high degree of satisfaction with programs implemented by Kurri Kurri Public School. Areas where the school can continue to improve our delivery have been identified and implemented in planning for the next school year, and are outlined in this ASR. Particular areas of confidence in the school and the staff are around positive relationships between scholars and teachers, overall effective communication with families and support of families in need, professional learning and support for staff, and extra-curricular opportunities made available for scholars.

## **Policy requirements**

### **Aboriginal education**

The school utilised Aboriginal equity funding to implement a range of academic, social and cultural programs to support Aboriginal scholars. These included engagement of a cultural group to support both cultural identity for Aboriginal scholars, and Aboriginal perspectives in curriculum for all scholars. The school implemented 8 ways of Aboriginal learning across the school and KLAs, reflected in teaching and learning programs K–6. Bro Speak and Sista Speak programs were conducted for groups of Stage 3 boys and girls. The school's Sista Speak program has been acknowledged by the local AECG as an exemplar for other schools. An Aboriginal SLSO was employed to support learning 3–6. A Junior Aboriginal Education Team, known as the Mighty Burras, continued in the school. This team meets twice a term to ensure the voice of Aboriginal scholars is included in school planning and development. An Aboriginal Education Reference group, consisting of teachers from each Stage, the Principal and Aboriginal community members meets twice a term. In conjunction with the Kurri Kurri Learning Community the school celebrates NAIDOC day, and there is a sharing of resources between schools. In 2017 a scholar was a recipient of the Galuwa scholarships, an award given to 10 students across the Tamworth Area of schools.

### **Multicultural and anti-racism education**

At Kurri Kurri Public School, we want our students to recognise, respect and value the different linguistic, religious and ethnic backgrounds of others and to regard diversity as strength. Multicultural Education has been addressed in several ways this year. Units of study with a strong multicultural perspective were

The school celebrated Harmony Day in March. Students and staff dressed in orange, and undertook a range of classroom activities focused on diversity and multicultural education in the classrooms.

There are increasing numbers of students from backgrounds other than English coming into the school. We will continue to recognise the home cultures of families through our celebration of Harmony Day and through recognising our cultural diversity in classroom programs.

### **Other school programs**

#### **Support Unit**

The support classes had a productive year, with scholars engaging in a range of programs and events. We continued our focus on teaching the Zones of Regulation, a social and emotional program designed to support scholars in regulating their emotions and revamped our sensory park with a range of sensory-based activities for scholars to use during class and break times. Our scholars enjoyed participating in the annual Hunter River Sports Day, an Olympic games style event where they had the opportunity to compete in a range of physical activities, and our annual Surf Sun Safe program, learning integral water safety skills. The scholars were also thoroughly engaged in our local histories program, visiting Tocal Homestead and participating in household chores from the past.

This year our teachers have continued to develop and refine their understanding of research-based practices in supporting our scholars. The staff read widely on Restorative Practices and Trauma-Informed Practices and began implementing strategies to support building and maintaining positive relationships between students and between staff and students. This included resourcing a safe zone for scholars to use when regulating their emotions and implementing different strategies to support students in managing daily routines and challenges. The support class staff and students will continue to focus on implementing these evidence-based practices in the year to come.

#### **Gifted and Talented Education**

As per the GATS Action Plan, provisions for Gifted and Talented education included a range of programs and enrichment opportunities throughout 2017 designed to cater for both targeted identified GaT students and the general GaT population.

Enrichment opportunities catering for the general GATS population; and encompassing targeted GAT students, included external competitions (Maths Olympiad, Maths Games, Australian Maths Competition, Newcastle Permanent Primary Maths Competition, Write for Fun

Redbank Young Writers Competition, Flash Fiction writing competition, Sleek Geeks Science competition, Abermain Eisteddfod Schools Syllabus competition and Premier's Spelling Challenge); external programs (Mini EV Challenge, Children's University, Hunter GATS Camp) and school-based activities (junior and senior dance, junior and senior choir, art, music, chess club, robotics, debating, public speaking, swimming, athletics, cross country and representative sporting teams). Numerous students achieved success across the range of these opportunities.

In addition to the above-mentioned opportunities, targeted identified GAT students engaged in further specific programs relevant to their needs including following an accelerated pathway in maths and participating in activities and programs generally reserved for older students. This year saw the successful completion of the Stage 3 Maths syllabus for two such students in Year 3, who successfully achieved in the top 5% of the Year 6 cohort undertaking this same curriculum. Learning opportunities were further maximised for these students through Individual Education Plans and differentiated curriculum in the classroom.

### **My Chinese Teacher Language Program**

KKPS have seen fantastic results from scholars across Year 4 as they engaged in the innovative and highly successful *My Chinese Teacher* Language Program. This program has been in the school since 2016. Using video conferencing software, Beijing based teachers are broadcast into classrooms and conduct weekly interactive lessons. The classroom teacher is also present, learning along with the students and then delivers additional learning content. The program provides ongoing PD opportunities for staff to connect them closer to China. It is a unique opportunity for all involved and students are embracing the opportunity to learn a second language. Some comments from our students and teachers include:

\* The activities are varied and often incorporate movement and music; which motivates the students to engage with their learning.

\* "I can't wait for Chinese next week!"

\* Our Chinese teacher educates us about her culture and introduces new words and actions for us to learn. She has used her web cam to show us outside of her window in Beijing.

\* Chinese is inspiring; it helps you to learn about China. It makes me want to go to China one day.

\* It is interesting learning another language; it will help me have a conversation with another person in Chinese one day.

\* If I went to China It would be really useful as I can now say hello.

In 2018 the program will be delivered to Year 3 scholars due to additional program commitments in other KLAs for Year 4 scholars.

### **Creative and Performing Arts Programs**

At Kurri Kurri Public School, scholars can unleash their creative flair through music, art, dance and drama performances, exhibitions and enrichment programs. Scholars with particular interests and talents can participate in local and statewide activities in visual arts, music, dance and drama. 2017 saw artistic success in Maitland Regional Art Gallery 'Make a Face Exhibition' with two artworks featuring in the regional gallery exhibition. Whole school participation in Hunter Water Design competition, SmartArt Exhibition, Town of Murals Art Exhibition, Cessnock Art Exhibition and Abermain Art Exhibition gave our scholars the opportunity to share their creative talents with the wider community. In 2017 Kurri Kurri Public School extended our dance enrichment ensembles to include scholars in Stage 1, giving 75 scholars the opportunity to extend their knowledge and skills in this domain across grades 1-6. Highlights include successful audition and performance at Hunter Dance Festival for Stage 2 and Stage 3 ensembles and participation in community events such as Nostalgia Festival, Kurri Kurri Community Festival, Kurri Community Carols and Masonic Village Christmas show. The major choral project for 2017 was the National 'Count Us In' Initiative. Together with 650,000 students from around Australia our Senior Choir, Drumbeat Group and Support classes, combined with Kurri Kurri High School Choir and Band, performed the song Shine Together.

### **Environmental Education**

In 2017, our school Environmental Education Committee implemented some great environmental initiatives and programs across our school including:

-Implementation of a whole school waste focus with scholars educated in how to correctly dispose and recycle their rubbish each day.

-The introduction of an 'Environmental Heroes Award' which is handed to a class each week for having the cleanest playground area or the most effective use of the recycling bin within their classroom.

-Whole school participation in the annual 'Green Day' which raises awareness about how to care for our environment across the whole school community. During this day, scholars created water saving posters which were displayed across the school, undertook an energy audit and created bug hotels. Captain Planet visited and launched our 3R's daily bell song to remind the whole school community to reduce, reuse and recycle everyday both at school and within our local community.

-The creation of the Support Classes 'Lettuce Eat Growers Garden'. Support Class scholars joined the school Green Team to create four vegetable gardens in which they grow items and use in the weekly cooking program. The scholars enjoyed watching the plants grow from seeds and completing scientific investigations into the way that plants change over time.

–Participation in community initiatives including Earth Hour, Mobile Muster, Schools Tree Day, Water Week, Ride or Walk to School Day and World Environment Day.

–Launching ‘Waste Free Wednesdays’ across the school community and tracking the weekly waste reduction by completing bin audits. This data was shared with the school community via social media and scholars were rewarded with a Kurri Kookie for participating each week.

–Outdoor learning was a big focus this year. We created outdoor learning kits which teachers used to conduct lessons within our school playground.

–The creation of three worm farms and two composting bins to allow fruit and vegetable scraps to be broken down naturally. The fertiliser was then used within the vegetable gardens.

–Interested scholars joined the Green Team during break times to complete activities such as recycling, composting, mulching gardens, planting seeds and weeding. The success in gaining the Eco Schools Environmental Education Grant and the Cessnock Council Environmental Grant allowed many new environmental resources to be purchased to support scholar learning through the Green Team program.

–The use of paper recycling bins around the school.

–Staff participation in the Hunter Environmental Network which links Department of Education Staff from across the Hunter Region together to share ideas and look at new programs or initiatives which can be taken back into local schools.

Overall, 2017 was a great year for Environmental Education, with many great new programs and initiatives being launched which link directly to science programs being taught within the classroom.