

# Kurnell Public School Annual Report



2018



2341

## Introduction

The Annual Report for **2018** is provided to the community of Kurnell PS as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms Jo Graham

Principal

### School contact details

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## School background

### School vision statement

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

### School context

Kurnell Public School is the centre of a unique community situated on the Kurnell peninsula of Botany Bay. It is bordered on three sides by water with its closest suburb being 8 kilometres away. Our school has approx. 200 students with diverse learning needs from a variety of backgrounds. The school population is steady and enrolments have seen the school grow from 8 to 9 classes in 2013 and this has been maintained. However in 2018 the school formed 8 classes being a few students short of the required enrolments. We have an experienced staff with a strong ethos of collaboration and willingness to accept change and embrace new challenges. Our learning programs are enhanced by the use of the local National Park and beaches. We collaborate with our locals Community of Schools 'By the Sea' to focus on identified similar areas for improvement. These include Bundeena PS, Cronulla South PS, Woollooware PS and Cronulla HS. Strong links have been developed with Caringbah Baptist Church (CBC) through the Kids Hope program. The school has developed strong community support and values its ties with local and nearby industry. Most students live within comfortable walking distance of the school. It is a small caring community, very much like a village. Parents and community feel a shared responsibility in the caring and education of all students. The socio economic makeup of the community ranges from low to middle class. We have a small but dedicated P&C who are very supportive of the programs and initiatives focussed on improving student outcomes and continued school improvement. School social and sporting activities are valued by most of the families. The population is, however, changing and more families are being encouraged to value academic programs and results.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

In the domain of Learning, our efforts have primarily focused on curriculum and learning, well being and our learning culture. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. The fundamental importance of well being is providing an outstanding way to build a culture of trust, respect and valuing each other. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs have been identified early and their parents have been increasingly involved in planning & supporting the learning directions for them.

Our major focus in the domain of Teaching has been collaborative practice for staff member and professional standards. An important opportunity has been provided to staff members in relation to collaborative planning and observations of best practice K-6. The use of technology in learning, the importance of data analysis to inform decision making, the growing of teaching practice through classroom observations, reflections and feedback all highlight a teaching culture to a new level. Importantly staff are developing our own evidence based practice through their reflections and evaluations of our collective work.

In the domain of Leading our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity across the school. Throughout our Community of Schools, executive and aspiring executive have undertaken mentoring and coaching professional learning as part of their leadership capacity building.

The new approach to school planning, including our parent forums which helped set our strategic directions, supported by the new funding model to schools is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report.

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

### Explicit Teaching for Excellence

#### Purpose

To improve practice, a whole school approach will ensure the most effective, explicit and evidence based teaching methods are optimised and learning progress occurs for all students.

If productive pedagogy is to exist it must be accompanied by a thorough knowledge of the curriculum and expectations for each stage.

If success is to be achieved, collegial practice, a thorough awareness of the teaching standards and responsibility for all must exist.

#### Overall summary of progress

Our school focus on spelling saw K–6 staff use a learning sprints approach with the goal to move a small group of students and therefore the whole class along the learning continuum. Through collaboration meetings staff implement a collaborative and consistent approach to explicit teaching through visible learning and the implementation of Seven Steps to Writing Success. Teachers embed National curriculum through innovative quality teaching experiences. K–6 staff implemented programs to support students in self-directed and differentiated learning. Learning intentions and success criteria are embedded in writing and spelling programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PDP/ teacher observations and reflection show increasing improvement in practice.	QTSS funding to release Assistant Principal for Learning Walks	An increase in improvement of practice was seen in teacher PDPs, observations, programs and Learning Walks.
Teacher surveys show collegial collaborative practice & data use is increasingly, successfully embedded to enhance learning.	Learning Sprints training – \$5,000 Release for executive to attend Learning Sprints training – \$3000	Through the learning sprint process there was increase in collegiality and collaborative practices.
Increased proportion of students in top two bands for literacy and numeracy in NAPLAN.	Seven Steps for Writing Success strategy training – \$7,000	All students in year 5 were at or above expected growth in Reading, Writing, Spelling and Numeracy.
Increased proportion of students demonstrating individual growth in external and internal measures.	Release for beginning teacher and mentor teacher to attend STEM training – \$3,000	All students in year 5 were at or above expected growth in Reading, Writing, Spelling and Numeracy.

#### Next Steps

We will continue with our focus on explicit teaching through professional learning with a focus on Numeracy in 2019. Learning walks to provide feedback to staff on explicit teaching practice.



## Strategic Direction 2

### Evidence into Action

#### Purpose

To ensure students have a clear understanding of how to improve they need regular ongoing feedback on their learning progress to determine future directions for their learning. Student assessment data needs to be regularly used school wide to identify student achievement and progress in order to reflect on teaching effectiveness and inform future teaching and learning and school directions.

The leadership team needs to maintain a focus on instructional leadership to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes measurable learning progress.

#### Overall summary of progress

Teachers programs show positive change in practice reflecting visible learning strategies. All teachers are demonstrating through learning walks the agreed formative assessment and feedback strategies for spelling and writing. It is evident in programs that consistent formative assessment and feedback strategies for spelling and writing are embedded in teaching practice. All teachers have an understanding effect size and increasingly use data to inform teaching and learning and track student growth.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students who experience success through understanding feedback and meeting individual learning goals and success criteria.		Through surveys students showed an understanding of the importance of feedback and learning goals.
Teacher programs show positive change in practice reflecting Visible Learning strategies.		Programs showed evidence of use of Visible Learning strategies and reflection of their teaching practice.
All teachers understand effect size and increasingly use data to inform teaching and learning and track student growth.		Teachers use data from the Learning Sprint process to reflect on student learning and to track student growth.
Whole school growth and individual growth/value added is increasing in both internal and external measures ie PLAN 2 and NAPLAN.		All year 5 students achieved at or above expected growth in Reading, Writing, Spelling and Numeracy.

#### Next Steps

Focus on Numeracy, facilitated by Numeracy advisers and staff professional learning. Our school will join the Learning Sprints network with Dr Simon Breakspear. As part of the GEMS project we will work with a Monash university mentor looking at data and research in best practice.



## Strategic Direction 3

### Expecting the Best

#### Purpose

In schools that excel there is culture of high expectations and community engagement. Students, staff & community need to understand the importance of setting high expectations for learning. The whole school community needs to value aspirational expectations of learning progress and achievements for all students and be committed to the pursuit of excellence.

Effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve.

Distributed leadership ensure opportunities to develop leadership skills and generate these in all staff.

#### Overall summary of progress

Increased parent feedback shows greater engagement in student learning. Increased level of visible leadership and sharing of expertise for all staff as evidenced by an increased number of successful targeted, quality programs

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent feedback shows greater understanding about student learning.		Feedback from parents and students show the success of sharing their learning intentions and progress towards their goals.
Increased level of visible leadership and sharing of expertise for all staff as evidenced by an increased number of successful targeted quality programs		Teachers were surveyed and reflected on their success and impact in their leadership areas.

#### Next Steps

Three way interviews to be implemented in 2019 so students have the opportunity to reflect on their learning, articulate their strengths and areas that need to further develop. Personalised Improvement Projects to be implemented by staff through the PDP process. Teachers choose an area for improved practice, undertake research and observations of best practice, trial new learning and share outcomes of their projects.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Employ SLSO <ul style="list-style-type: none"> <li>Aboriginal background loading (\$ 4,403.00)</li> <li>Aboriginal background loading (\$4 403.00)</li> </ul>	Aboriginal Students achieve expected movement along PLAN.
<b>English language proficiency</b>	Employ SLSO <ul style="list-style-type: none"> <li>English language proficiency (\$ 16,507.00)</li> <li>English language proficiency (\$16 507.00)</li> </ul>	EAL/D students achieve expected movement along PLAN.
<b>Low level adjustment for disability</b>	Employment of LaST – 0.6 LST coordinator – 0.2 Employment of SLSO <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$ 80,468.00)</li> <li>Low level adjustment for disability (\$80 468.00)</li> </ul>	Analysis of data shows targeted students improvement and progress towards achieving expected learning outcomes in ILPs. Explicit teaching and differentiated teaching & learning strategies are evident in planning, programing and lesson observations.
<b>Quality Teaching, Successful Students (QTSS)</b>	Instructional Leader 2 days <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$ 36,752.00)</li> <li>•</li> <li>Quality Teaching, Successful Students (QTSS) (\$36 752.00)</li> <li>• (\$0.00)</li> </ul>	Analyse and measure impact of instructional leader on teacher practice and student outcomes.
<b>Socio-economic background</b>	LaST teacher SLSO <ul style="list-style-type: none"> <li>Socio-economic background (\$ 45,645.00)</li> <li>Socio-economic background (\$45 645.00)</li> </ul>	Student data analysed to measure impact on student learning outcomes.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	117	110	105	101
Girls	98	97	98	96

Decline in numbers since the closure of Caltex Refinery 2014. Families relocated and land and real estate prices have risen.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.2	96.2	93.6	94.8
1	93.8	93.7	96	92.4
2	94.9	94.6	96.1	93.9
3	93.7	94.7	95.2	95.4
4	93.1	95.7	93.5	94.2
5	95.4	93.1	95	93.2
6	95.1	94	93.9	93.9
All Years	94.4	94.5	94.6	93.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

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

Teachers monitor attendance.

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.99
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.02

\*Full Time Equivalent

No staff members have an indigenous background.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

### Professional learning and teacher accreditation

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

writing, formative assessment, visible learning, 6Cs for 21st learners, PLAN and mandatory training. The executive team was part of the community of schools leadership program to build the capacity of school leaders through effective feedback and evidence based practice.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	153,480
<b>Revenue</b>	1,901,853
Appropriation	1,774,123
Sale of Goods and Services	5,420
Grants and Contributions	120,476
Gain and Loss	0
Other Revenue	0
Investment Income	1,833
<b>Expenses</b>	-1,825,522
Recurrent Expenses	-1,825,522
Employee Related	-1,660,240
Operating Expenses	-165,282
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	76,331
<b>Balance Carried Forward</b>	229,811

An additional balance was carried forward at the end of the 2018 financial year. 2019 and beyond will be about strategically using new budget allocations and the balance carried forward to maximise student learning outcomes now and into the future.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	1,506,530
Base Per Capita	39,254
Base Location	0
Other Base	1,467,276
<b>Equity Total</b>	147,023
Equity Aboriginal	4,403
Equity Socio economic	45,645
Equity Language	16,507
Equity Disability	80,468
<b>Targeted Total</b>	13,334
<b>Other Total</b>	61,151
<b>Grand Total</b>	1,728,038

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

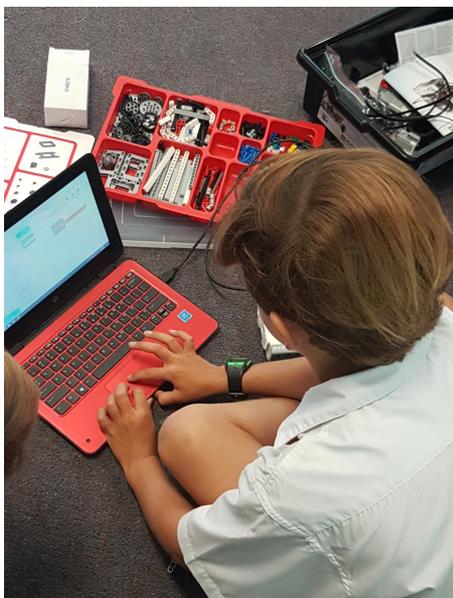
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Reading, Spelling and Writing all students achieved at or above expected growth in these areas. In Writing 74% of students are achieving above expected growth. In Spelling 70% of students are achieving above expected growth and Reading 59% of students are achieving above expected growth.

In Numeracy all students are achieving at or above expected growth. 51% of students achieved above expected growth in Numeracy.

More information is available through the My School website.

All students in year 5 achieved at or above expected growth in Numeracy, Reading, Spelling and Writing for NAPLAN



## Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The online survey **Tell Them From Me** was used to survey parents, students and teachers about school satisfaction. Responding to the survey were:

- \* 12 parents;
- \* 86 students; and
- \* 15 teachers

The results from the **parent survey** indicated that

- \* 67% of parents were involved in school committees
- \* 80% feel teachers listen to their concerns and that admin staff are helpful
- \* 90% feel the school supports positive behaviour

The results from the **teacher survey** indicated that

- \* 90% of teachers feel that it is an inclusive school
- \* 93% strive to understand the learning needs of

students with special needs and are readily available to support students.

- \* 95% of teachers establish clear expectations for classroom behaviour.

The results from the **student survey** indicated that

- \* 93% of students participate in sport (compared to 83% DEC norm)
- \* 98% of students value education (compared to 96% DEC norm)
- \* 91% of students have positive relationships at school (compared to 85 % DEC norm)
- \* 90% of students try hard to succeed in their learning (compared to 85 % DEC norm)



## Policy requirements

### Aboriginal education

In addition to Aboriginal Education taught in classes K–6, NAIDOC celebrations included members of the NSW AECG shared Aboriginal culture and activities through activities such as storytelling, dance and music. Students also attended the Meeting of Two Cultures ceremony at the local Kamay Botany Bay National Park. Year 2 had a visit from Aboriginal elder Aunty Deanna. She shared stories and information about Aboriginal culture and history. Aunty Deanna is also a talented Koori artist who painted faces, as she told students about the significance of this and other Aboriginal traditions and customs. Instruments and interesting artefacts were used in her storytelling. Year 2 loved their visit with Aunty Deanna and hope that she will come to visit again.

Endeavour High Aboriginal art teacher and students came to work with our Aboriginal students to paint designs that are significant to our local area for our newly built Yarning Circle. Rick and students did such an amazing job of not just including our students but also explaining the significance of these designs to local Aboriginal culture and history. We are so proud of the finished product and appreciated that stories were given to us explaining each image and its importance to local Aboriginal history and heritage.

This should prove to be a proud part of our school for future years and we thank them for their contribution to our amazing Yarning Circle.



### Multicultural and anti-racism education

Multicultural Education and anti-racism continues to be incorporated across curriculum areas K–6. Multiculturalism was also celebrated through special days and events such as Harmony Day and visual arts competitions. This year we hosted a study group tour of students from China. They participated in our Harmony day celebrations and shared their culture with our students.