

# Kurrajong North Public School

## Annual Report



2018



2344

## Introduction

The Annual Report for **2018** 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.

Matthew Carter

Principal

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# School background

## School vision statement

At Kurrajong North Public School we believe in providing a relevant, evidence-based and 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 teaching and learning and 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 beliefs 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 ranged between 82 and 106 over the last five years. At present 6% of our students identify as being Aboriginal and 17% from a non-English speaking background. The Dharug and Kurrajong people, the traditional custodians of the community, have a strong representation and presence in the school.

The school has four full-time teacher positions, a part time teacher who delivers the school's student support program and RFF, 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.

The school has a strong focus on academic excellence in literacy and numeracy and offers a comprehensive student support program in these areas based on ongoing assessment. 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

## 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.

### Learning

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Teaching and learning programs are dynamic, showing increased evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

The school analyses student progress and achievement data and a range of other contextual information. Teachers are developing the ability to respond to trends in student achievement, at individual, group and whole school levels. The school has established systems which will provide teachers with the ability to use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

### Teaching

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers are learning about evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored,

demonstrating growth.

Teachers are developing an understanding of the provision of explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

## **Leading**

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address under performance.

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

### Engaged Learners

#### Purpose

Sound foundation skills in literacy and numeracy enable students to learn, adapt and be responsible citizens. Our purpose is to prepare students to be happy, successful confident members of our community with effective skills and capabilities to prepare them for an ever-changing future. Within this we will focus on enabling students to take control of their learning, so they know where they are currently achieving, where they need to be and have the skills to be able to achieve their learning goals.

#### Overall summary of progress

Significant work has been undertaken throughout 2018 to build teacher capacity in the areas of Reading and Mathematics. Significant time was spent on developing school wide systems around the consistent understanding and teaching of these areas and the development of scope and sequences to support new philosophies. Considerable professional learning time has been allocated to developing teacher capacity and shared understanding in this space.

We have also undertaken the first steps in what is to be a long journey in understanding research and evidence-based teaching methods, known as Visible Learning. We see this learning as the umbrella that will encompass and support teaching and learning across subject areas. Teacher knowledge has been significantly challenged and strengthened through this process. In 2019 a focus on Learning Dispositions and Learning Intentions and Success Criteria will be a major focus for staff and students in implementing Visible Learning across the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• All students will show positive growth in NAPLAN results in Year 3 and Year 5 Reading and Mathematics</li><li>• Increased proportion of students articulate learning goals and next steps in learning</li><li>• All students K–2 attain 80% mastery of expected skills in phonics</li></ul>	\$15 000	<p>A significantly high proportion of students achieved positive growth in Reading and Mathematics in NAPLAN during 2018.</p> <p>Staff understanding of learning goals and use of formative assessment has developed over the course of the year. Students will be exposed to this learning and new language during 2019. Pre-assessment of student knowledge around learning goals has been undertaken to create a baseline to measure against at various stages during the current 3 year plan.</p> <p>Similarly, staff understanding and training was a major focus during 2018 in the area of phonics understanding and the direct instruction approach. 100% of students in kindergarten at the end of 2018 graduated knowing all of the expected phonemes.</p>

#### Next Steps

Moving into 2019, developing teacher knowledge will be a continual focus to strengthen capacity in the areas of Reading and Mathematics teaching. Staff will continue to develop consistent scope and sequence documents in English, using formative and summative assessment practices to direct teaching and learning programs and provide individualised learning experiences for students. Reading systems have been established in Kindergarten and will continue through to stage 1 in 2019.

## Strategic Direction 2

### Explicit Teaching

#### Purpose

Students who experience explicit teaching practices make greater learning gains. Our purpose is to support teachers to become facilitators of learning who confidently use a range of teaching strategies to meet the needs of their students. Within this we will focus on a whole school approach to collaborative practices and professional learning, linked closely to the learning needs of all students.

#### Overall summary of progress

Development of a school-wide summative assessment scope and sequence was implemented during 2018. Extensive professional learning around the use of summative assessment data has been undertaken. Professional learning has also provided staff with the opportunity to develop knowledge and understanding of the Direct Instruction model, as well as Formative Assessment. A negotiated structure for weekly Professional Learning meetings has been established in 2019, whereby staff attend professional learning meetings each week.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• PDP process is embedded in our collaborative practices</li><li>• increased use of data to inform learning by all teachers</li><li>• Increased capacity of staff to articulate the evidence base for their teaching practice</li></ul>	\$5 000	<p>Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. PDP processes have been established and are completed annually by teachers.</p> <p>Teachers review student assessment data and compare results from external assessments with internal measures to build consistent and comparable judgement of student learning.</p> <p>Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in the school to improve whole school practice.</p>

#### Next Steps

Professional learning around teaching strategies will continue through 2019 and 2020. Extensive learning for staff will centre on assessment data, the types of data collected and how to analyse this data effectively to inform teaching and learning for students. PDP processes will become more streamlined and include opportunities for staff to work with neighbouring school teams to develop capacity for all involved. This will include an alignment of personal, school and system goals as well as targeted observations to support teacher learning and develop links within the community of schools.

## Strategic Direction 3

### Confident, Collaborative Learning Community

#### Purpose

A whole school focus which creates a culture of collaboration will have a direct impact on the learning outcomes for students. Our purpose is to establish a learning community that is focused on continuous improvement, and recognised as excellent because it uses best practice to embed a culture of high expectations and effectively caters for the learning needs of students. Within this we will focus on developing the capacity of teachers and parents to effectively collaborate around student learning.

#### Overall summary of progress

The development of a network of schools to support teacher capacity and confidence has occurred. Leadership teams from Bilpin, Kurrajong East and Kurrajong North Public Schools have formed an agreement to work collaboratively at all levels of school operation to improve systems and teaching and learning in all schools. Significant work has also been undertaken to connect with the parent community with the aim of connecting in a more meaningful manner.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Increased capacity of all stakeholders to engage confidently in 3-way interviews</li><li>Increased engagement of staff in community of schools initiatives to promote effective teaching practice</li></ul>	\$2 000	<p>Individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.</p> <p>The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.</p>

#### Next Steps

Staff will undertake significant professional learning to build capacity and confidence to implement 3 way interviews successfully in all classrooms K–6. This will involve the work undertaken in Visible Learning, as well as assessment data to form challenging yet achievable goals in collaboration with students and parents. Staff will also consider their own needs and student needs when collaborating within the community of schools. Staff will identify areas of strength and need in order to implement the most effective strategies to improve teaching and learning. Developing capacity within themselves, but also across the learning community.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$6 027	<p>All aboriginal students have a Personalised Learning Plan (PLP) and are making progress across the English and Mathematics syllabus. Cultural significance is encouraged and included in all PLPs.</p> <p>All students within the school are exposed to Indigenous ideas and perspectives as part of each Key Learning Area.</p>
<b>Low level adjustment for disability</b>	\$11 300	<p>All students requiring adjustments and learning support were catered for within class programs and other whole school strategies. Systems to support students in English and Mathematics have been established and monitoring will take place in 2019 in relation to these programs to address student under performance.</p> <p>Students who are experiencing difficulty are referred to the learning support team. Regular meetings have been established between the Learning Support Teacher, School Psychologist and Principal. Additional learning and support time was purchased to support a range of small group and individual student intervention.</p> <p>Additional teacher time was purchased for staff training and to research, develop and implement systems to support students with a disability.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$17 241	<p>The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. QTSS time was spent on developing our early career teachers. Providing support to ensure that teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.</p> <p>Formal mentoring was provided to improve teaching and develop curriculum and pedagogical knowledge.</p>
<b>Socio-economic background</b>	\$7 000	<p>Implementation of systems to ensure explicit teaching in Mathematics and English ensured that all students achieved researched and proven systems to improve student learning.</p> <p>Allocation of money to support students to access programs and events at the school.</p>
<b>Support for beginning teachers</b>	\$13 786	<p>Time was dedicated to release beginning teachers once a fortnight to work with at least one mentor teacher. This time was used to ensure accreditation processes were understood and followed, curriculum knowledge broadened, behaviour managements systems improved and pedagogical knowledge developed.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	47	49	48	48
Girls	51	53	53	56

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.8	96.6	96	95.8
1	97.6	94	95.5	96.4
2	95.6	95.8	96.3	98.2
3	97.3	96.1	95.2	95
4	96	96.9	96.6	93.4
5	96.5	97.1	96.1	94.9
6	95.6	95.2	95.5	95.9
All Years	96.7	96	95.9	95.7
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

Kurrajong North Public School has maintained a focus on retaining our pleasing attendance record as we believe regular attendance at school as a fundamental factor in student achievement. The school implements a rigorous follow up to student absence and lateness to school. This has seen attendance rates remaining relatively high compared to Region and State DoE average attendance rates. Monitoring of school attendance includes the continued use of formal sign in and out procedures for students arriving late and leaving early, regularly communicating attendance requirements to parents and carers via newsletters and phone calls to families about student absences.

Attendance is monitored within the school by class teachers in conjunction with administration staff. A Home School Liaison Officer periodically checks attendance to flag issues and follow up with families.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	4.59
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration and Support Staff	1.71

\*Full Time Equivalent

Kurrajong North Public School is a small school and as such has a teaching principal. A relieving assistant principal was appointed last year due to our enrolment numbers reaching 104 and is currently on review. A majority of Kurrajong North Public School staff are very experienced and most have been employed at the school for many years. Beginning teachers have been supported through the allocation of beginning teacher funding, allowing for the release of teachers 1 day a fortnight to work with mentor teachers.

### 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 2018. With research supporting teacher quality being the single largest indicator of student success, this was a focus area for us.

Significant time was dedicated to improving teacher knowledge around the teaching of reading, mathematics and collection of data. We exceeded our Professional Learning Budget by 50%, demonstrating our commitment to improving teacher quality and improving student learning outcomes. As a school we have also made a 3 year commitment to learning about

and implementing Visible Learning systems across the school.

Regular professional learning meetings have been established, addressing the school plan, individual teacher PDPs and system priorities.

Mandatory training has also been a focus during allocated professional learning time.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	27,117
<b>Revenue</b>	1,160,506
Appropriation	1,066,921
Sale of Goods and Services	3,266
Grants and Contributions	89,934
Gain and Loss	0
Other Revenue	0
Investment Income	386
<b>Expenses</b>	-1,109,581
Recurrent Expenses	-1,109,581
Employee Related	-944,921
Operating Expenses	-164,660
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	50,926
<b>Balance Carried Forward</b>	78,042

The school's financial management processes prioritises the use of resources to meet the needs of the students and the school. The school's finance committee built a budget which linked student outcomes and strategic direction statements. The committee sought to achieve specific outcomes with the use of additional equity loadings. By using typical accrual-based financial reports the committee was able to assess the budget performance over the year and identified possible actions to take if the reports highlighted any significant variances from the budget.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	883,791
Base Per Capita	19,530
Base Location	1,690
Other Base	862,571
<b>Equity Total</b>	24,689
Equity Aboriginal	6,027
Equity Socio economic	2,252
Equity Language	0
Equity Disability	16,410
<b>Targeted Total</b>	66,271
<b>Other Total</b>	51,470
<b>Grand Total</b>	1,026,220

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.

Literacy results were varied, with an average of 53% of students achieving at or above expected growth across the four areas of literacy. Grammar and Punctuation was an area which was particularly pleasing, seeing

67% of students achieving at or above expected growth. A focus for future improvement will be to increase these percentages over time, particularly in the area of reading.

Numeracy results across the school were pleasing, with 66.7% of students achieving at or above expected growth. This is compared to the state average of 56.5%. Student average scaled growth was also above the state average slightly.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In 2018, in accordance with the Premier's priorities: improving education results, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. 27% of Year 3 students achieved in the top two NAPLAN bands for Reading and 9% achieved in the top two bands for Numeracy. In Year 5, 42% of students achieved in the top two NAPLAN bands for Reading and 14% of students achieved in the top two bands for Numeracy.

In relation to improving Aboriginal education outcomes for students in the top two NAPLAN bands, due to the very small size of the cohort, results will not be reported.

## Parent/caregiver, student, teacher satisfaction

In 2018 the school sought the opinions of parents, students and teachers about the school. The results of this survey reflected a high level of satisfaction amongst parents, teachers and students regarding all aspects of school life.

### Parent Survey – Communicating with the Community

The school ran a community survey to ascertain the best ways to communicate with parents and the broader community. Overall, the community were very happy with the way in which the school communicates generally. There was also a clear preference for information to be delivered electronically, however parents felt that the school was communicating on too many platforms. Due to this we have decided to deliver information via email and the Skoolbag app almost exclusively. Facebook will be used to share information

on school events and provide reminders. A decision was also made to deliver newsletters twice a term to avoid duplication of information.

### Students Survey – Visible Learning

Staff have undertaken professional learning on Visible Learning this year to improve student learning outcomes through use of feedback. A number of surveys were conducted to ascertain student understanding of Visible Learning concepts, such as feedback, assessment and Learning Intentions and Success Criteria. Students were quite positive in their outlook surrounding learning. Most students understood that mistakes are part of learning and that assessment helps them to learn. When asked to explain Visible Learning terminology, or explain how to improve their learning in a specific area, students were less confident and did not have the language required. This will be a major focus for staff to develop student capabilities in this area over the next four to five years.

## Policy requirements

### Aboriginal education

Our students have had the opportunity to appreciate the contributions Aboriginal heritage has made in shaping our Australian identity. During 2018 all students of Aboriginal background had a personalised learning plan developed with parents, teachers and students working together on common goals. During NAIDOC week many cultural activities were organised and aspects of Aboriginal culture were 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.

### 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.