

Kurri Kurri Public School

Annual Report



2018



7422

Introduction

The Annual Report for **2018** is provided to the community of **<school name>** 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.

Victoria Sturman

Relieving Principal

School contact details

Kurri Kurri Public School

Lang St

Kurri Kurri, 2327

www.kurrikurri-p.schools.nsw.edu.au

kurrikurri-p.school@det.nsw.edu.au

4937 1235

School background

School vision statement

Our Vision

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school – **a great place for scholars to learn and grow with purpose, joy and passion.**

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 over 110 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.

Positive Behaviour for Learning is an important part of the school framework and the mission statement "Learning, Caring and Respect for all" underpins the philosophy and practices of the school.

Kurri Kurri Public School is a large regional primary school with an enrolment of 635 (403 families) which services a diverse community. In 2018 there were 30 classes including three support (two multi-categorical, one IO/IS) classes for students with specific additional needs.

Analysis of NAPLAN data across the years sees variation in trends of overall results for both year levels and subjects. However, the data shows the need to consistent and explicit practices in the area of writing and reading.

The 2018 evaluation recommended building on current explicit teaching practices, and providing professional learning activities to support teachers and support staff to implement and assess research based practices. Wellbeing practices were also recommended to continue, with an emphasis on the consistency of programs across the school and the continuation of current proactive programs and the implementation of restorative practices school wide. The evaluation also recommended these practices be developed to support staff and community wellbeing initiatives.

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 balanced judgements for each domain were:

Learning – sustaining and growing. In the element of learning culture this is evidenced by developing partnerships with parents to support improvements and planning for individual student learning. Improvements in attendance procedures has seen the school move into the sustaining and growing area. The implementation of wellbeing programs shows evidence of sustaining and growing and will be further enhanced by the implementation of consistent expectations across the school. Evidence showed that there needs to be more support with differentiation across the school and in 2019, this will be a focus with more teacher support from Instructional Leaders.

Teaching – sustaining and growing. Evaluation data showed that teachers collaborate in stage teams and an area for development is in the area of collaboration across stage teams to share curriculum knowledge and the development of evidence-based programs and lessons. The school is in the delivering stage of data skills and use, with the EAfS Instructional Leaders supporting K–2 but 3–6 not being given the same access to professional learning. Recommendations show that there is a need for 3–6 teachers to access PL in this area.

Leading – sustaining and growing. This was reflected by the school regularly encouraging and reflecting on community feedback to improve on school performance. The leadership teams collected information about the schools administration practices to ensure effectiveness and processes are responsive to the community needs. In the element of school resources, an on-balanced judgement of sustaining and growing is evidenced by staff using available technology to enhance learning and service delivery.

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 teaching, outstanding learning

Purpose

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, underpinned by high expectations. Teachers model and share a flexible repertoire of strategies to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic. Promoting confident competent lifelong learning is our goal.

Overall summary of progress

The Early Action for Success initiative has again proven to be successful with K–2 and has seen the IL's present PL to the whole staff in 2018. The DP IL 3–6 has been more involved in the identification of students who will work with the LAST and also the analysis of NAPLAN to target specific support programs for students and teaching and learning programs.

Classroom observations have shown that teachers are developing practices that differentiate activities to suit the range of levels in their classrooms. Teachers have become more confident to allow others to observe lessons and provide constructive feedback and support to enhance their practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase percentage of students demonstrating expected growth in literacy and numeracy (NAPLAN and effect size measures).	DP IL 3–6 \$180 000 AP IL 3–6 \$150 000 Intervention teachers & SLSO \$180 000	While many students are achieving growth in line with benchmarks, NAPLAN data shows that this is still not the case for all students. Year 3 data has shown higher levels of growth due to the continuation of EAfS. The role of the DP IL has supported some growth but needs to be refined to ensure that all students can achieve expected growth. The AP IL 3–6 position was vacated at the end of semester one with the transfer of the staff member to another school.
At least 80% of students demonstrating expected growth per semester across DoE literacy and numeracy progressions relevant to expected timeframes.		This year saw a move toward the K–6 staff to identify 'where to next' for individual students using the progressions. Due to this an increased knowledge of the progressions was developed.
Observations of teaching identify that classroom practice is informed, reflective, relevant, well-planned and engaging.	DP IL 3–6 \$180 000 RFF teacher \$106 000 to release all staff for extra 1/2 hour stage meeting time	The extra RFF allowed stage teachers to meet each week to plan consistently across all KLAs. The DP IL and the EAfS IL's met regularly with APs to ensure that programs are developed to suit the needs of the cohort of students and resources are available to ensure programs are engaging. APs and class teachers regularly invited to participate in observations of teaching practice within their stages.
Progressively increase percentage of scholars in top 2 bands for NAPLAN.		Year 5 Literacy – 0.25 decrease in the top 2 bands. Numeracy – 4% decrease in the top 2 bands. However there was a big shift from the lower bands to the middle bands. Writing stayed the same from 2017 to 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Progressively increase percentage of scholars in top 2 bands for NAPLAN.		Year 3 Literacy – 5% decrease in the top 2 bands. Numeracy – 7% decrease in the top 2 bands However there was a moderate shift from the lower bands to the middle bands. Reading showed the biggest growth in the percentage increase in the top 2 bands.

Next Steps

Maintain the EAfs IL in K–2 and share their expertise of programs K–2 with 3–6.

Maintain IL D 3–6 and incorporate them with EAfs training and programming to develop consistency across the school.

Look at developing whole school reading programs, with a focus on guided reading practise in 3–6.

Continue focus on PL to support teachers and SLSO staff to develop differentiated programming to cater for all learners.

Strategic Direction 2

Strong citizens, strong community

Purpose

To ensure that our school is an enjoyable safe community where everyone has a sense of belonging and where we work together to overcome challenges. Promoting competent, confident, life long learning is our goal..

Overall summary of progress

This year has seen the school engage more parents through informal and informal activities. Increasing numbers are attending informal activities, however numbers remain unchanged with attendance at formal activities.

Mindfulness has continued to be explicitly taught in the school and has seen positive results for students experiencing anxiety and to support students. The focus of Restorative Practices has worked nicely with this program.

The CLO position has seen a number of families being supported in the school and has led to an increase of their awareness of services that are available in the community to support their child's education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reduction of incidents leading to suspension by 30%.		Suspension rates from 2017 to 2018 were reduced by 36.55%.
85% of scholars are identified in the green tier of the PBL data triangle.	\$5000 for positive reward initiatives in PBL	81% of students attended rewards day in T1 85% of students attended rewards day in T2 70% of students attended rewards day in T3 86% of students attended rewards in T4.
Positive trends regarding sense of belonging and respectful relationships are reflected in school community survey data.	CLO \$80 000	School community data shows evidence of positive trends in the school community with 60% of parents surveyed reporting a positive and respectful relationship with the school. TTFMe data showed that the students felt that their parents and families were welcome in the school.
Attendance data indicates 94% of scholars attend school regularly	CLO \$80 000	Attendance data shows that 94% of students attend school regularly. 38% of students have attendance levels for 2018 above 95%.

Next Steps

Continue to develop PBL rewards day activities to promote positive behaviour.

Ensure that all staff are aware of and have buy in for PBL at KKPS.

Continue to employ positive and proactive wellbeing programs in the school to increase attendance and decrease negative behaviour incidents.

Employ CLO to promote the school and support families engagement in the school.

Strategic Direction 3

Connected learning, engaged scholars

Purpose

There is a school-wide promotion of student engagement and responsibility for learning. We embed and connect literacy and numeracy skills as future focused learning experiences create competent, competent life long learners.

Overall summary of progress

2017 saw the introduction of play-based (Walker Learning) learning in K-2. This was supported by the Relieving S1 AP and the EAfS Instructional Leaders. Several permanent staff were able to attend study tours and bring back best evidence practice to their classrooms and support other staff on the stage. Executive staff became familiar with the program through observations and the reading of the professional text.

Project Based Learning was taught in Stage 3 with students being engaged in their projects. This linked all KLAs an English to prove the students with a deeper understanding of the content that they were learning through open-ended tasks and research opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Classroom observations identify that play-based and project based learning are embedded in the school.	Play Based Learning PL \$40 000 Play based learning resources \$20 000	Play based learning is evident in all K-2 classrooms. Teachers were able to participate in study tours to see the Walker Learning Program in action. K-2 teachers collaborate with their stage to develop, implement and evaluate programs. The implementation has seen increased attendance at school as well as a significant reduction of negative behaviour incidents during the time the program is taught.
Increased rigor and self-direction is evident in play-based and project-based learning activities and units of work	PL for S3 staff to attend Project Nest \$2 000	Stage 3 implemented project based learning to integrate the History, Geography and Science KLA's. The launch days saw over 98% attendance on the days they were held each term. Stage 2 has been looking at play-based and project based to decide of a focus for them in 2019.
Increased levels of scholar engagement is evident in all key learning areas		Evidence of negative behaviours incidents has shown that there is a significant decrease of this during play-based learning activities. Observations prove that students are engaged fully in the tasks and the feedback from parents has been positive.

Next Steps

The implementation of either play-based learning or project based learning in Stage 2.

The continuation of play-based learning K-2, and the provision for all staff in K-2 to have attended PL.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$ 117560.00) • .6 FTE Aboriginal SLSO • .2 FTE teacher to support Aboriginal Cultural programs in the school • PL for staff on the Aboriginal Education policy and local Aboriginal cultural awareness. • Walkabout kitchen program • Employing a local Aboriginal man to provide cultural activities each week. • NAIOC activities. • Local area excursion of significant cultural sites. • Aboriginal background loading (\$117 560.00) 	<p>The activities, that were run by a local man were very well received by the students and their families. This saw Aboriginal students from Stage 3 engage in Aboriginal art works; making didgeridoo and clap sticks, while learning about their own cultural heritage.</p> <p>The attendance level of Aboriginal students has been at the same level and often at times higher than the whole school attendance level.</p> <p>Tell Them From Me data showed that 89% of Aboriginal students in Year 4–6 feel good about their culture. 87% said that their teachers understand culture.</p> <p>The employment of a teacher to support cultural programs allowed the students to participate in Walkabout Kitchen programs, Drum beat and Bro Speak programs.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$ 418414.00) • Employment of 2 Learning and Support Teachers. • Employment of Student Learning and Support Officers to support students with disabilities in the main stream classrooms. • Low level adjustment for disability (\$418 414.00) 	<p>Funding included the provision for 2 LAST to support students in the school who have extra learning or social needs. The LAST work closely with the LST and monitor data to support students who were below benchmark. The school employed SLSO staff to support students when the support of students exceeded the funds available through integration funding. SLSO staff we also employed to support students with speech needs in Kindergarten and Year 1.</p>
Quality Teaching, Successful Students (QTSS)		<p>Funds were used to provide additional RFF time for Assistant Principals to work with the teachers they supervised to support the implementation of PDP goals. This also provided time for observations of lessons as well as ensuring consistency of programming across the stage. Funds were also used to support transition to school programs including Little Learners to have the ES1 AP released for this time. Funding was also used to release the Support Unit AP to coordinate the LST. This has led to strong transition programs, consistent processes with LST and APs having time to have meaningful conversations with all staff.</p>
Socio–economic background	<ul style="list-style-type: none"> • Socio–economic background (\$ 835505.00) • Socio–economic background (\$835 505.00) 	<p>Key expenditure areas include:</p> <ul style="list-style-type: none"> * 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 * speech pathology program – this involves a

<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Socio-economic background (\$ 835505.00) • Socio-economic background (\$835 505.00) 	<p>three day engagement of a speech pathologist who works with a team of SLSOs.</p> <p>* quicksmart – This program enhances computational and operational skills of identified students in Years 4 and 5. Students involved in this program continue on average to achieve 2 years growth or more in NAPLAN</p> <p>* Provision of professional learning to support school plan initiatives and the resourcing of these initiatives.</p> <p>* Playground equipment – the purchasing of playground equipment to allow students to engage in creative and imaginative and sports play in the break times and encourage collaborative play skills.</p> <p>* Employment of an extra front office staff member to support the teachers with administration including classroom resources and excursions.</p>
<p>Support for beginning teachers</p>		<p>1 temporary teacher and 1 permanent teacher were identified as eligible for beginning teachers support, Support provided additional weekly RFF, including additional days at key points in the school calendar such as reporting and to access internal professional learning to support their needs. It also released their mentor teachers to work with beginning teachers. 2 second year beginning teachers completed accreditation during 2017.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	352	359	344	344
Girls	311	295	312	324

Enrolment numbers have remained stable overall in the past few years. The school has seen a number of students moving into the area to live closer to relatives in the past year.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.3	94.6	93.6	93.4
1	94.2	91.8	93.4	92.5
2	92.1	92.4	91.5	92.2
3	93.4	90.4	92.5	90.9
4	92.6	91.2	91.2	90.6
5	94.2	90.5	90.2	89.6
6	93.7	92.5	90.8	89.1
All Years	93.7	91.8	91.8	91.1
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

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. Students with attendance concerns are raised at weekly LST meetings. 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(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	27.7
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2.7
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	7.26

*Full Time Equivalent

At Kurri Kurri Public School, three teaching staff and one School Learning Support Officers identify as Aboriginal or Torres Strait Islander.

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	6

Professional learning and teacher accreditation

All teaching and SLSO staff completed Professional Development Plans. These plans were reviewed mid year and at the end of the year. All staff had their plans signed off at the conclusion of 2018. 2 teaching staff submitted their accreditation to become accredited at proficient and all staff who have been teaching more than 5 years are accredited at proficient level. No teachers are currently working on higher levels of accreditation.

Financial information

Financial summary

The information provided in the financial summary

includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	311,505
Revenue	7,618,912
Appropriation	7,445,418
Sale of Goods and Services	5,951
Grants and Contributions	165,871
Gain and Loss	0
Other Revenue	100
Investment Income	1,573
Expenses	-7,638,716
Recurrent Expenses	-7,638,716
Employee Related	-7,009,379
Operating Expenses	-629,337
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-19,805
Balance Carried Forward	291,700

The school's financial performance is monitored on a regular basis throughout the year, the SAM and Principal. Regular comparisons of actuals versus the budget remaining is made and funds are adjusted as required.

Some of the funds that were carried forward were committed to projects, which at the time of this reports publishing, were not expended.

In 2019, the balance carried forward will be committed for expenditure in the 2019 budget allocations, in alignment with the 2019 School Plan priorities.

A significant percentage of the finances were used for salaries to ensure that class sizes were smaller than average.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,310,676
Base Per Capita	130,675
Base Location	0
Other Base	4,180,001
Equity Total	1,372,609
Equity Aboriginal	117,560
Equity Socio economic	835,505
Equity Language	1,131
Equity Disability	418,414
Targeted Total	727,382
Other Total	640,737
Grand Total	7,051,404

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.

<Use this text box to comment on literacy NAPLAN data>

Delete text not required.

<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

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.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

Parent/caregiver, student, teacher satisfaction

The Kurri Kurri Public School 2018 evaluation was conducted in October 2018. A random group of parents were selected to respond to questions in a phone interview with the CLO and P&C President.

Responses focused on the areas of engagement of their child/ren at school, communication, systems to support students and families, reporting to parents on achievement and learning intentions, the welcoming of the school for families and behaviour expectations for students.

Key findings were:

Teachers and learning accounted for 35% of the reasons their child/ren come to school with friends accounting for 60%.

70% of parents responded that the school has good communication processes with parents and comments were positive about the implementation of facebook.

Parents reported that they felt the school had effective systems to support both students and families with learning and personal issues, however it was raised that parents were not aware of some of the systems including discussing difficult issues and behaviour consistency.

95% of the parents surveyed reported that the school is welcoming for both children and their families.

Policy requirements

Aboriginal education

The school utilised Aboriginal equity funding to implement a range of academic, social and cultural programs to support Aboriginal students. These included engagement of a cultural group to support both cultural identity for Aboriginal students, and Aboriginal perspectives in curriculum for all students. The school continued to implement 8 ways of Aboriginal learning across the school and KLAs, reflected in teaching and learning programs K–6. Bro Speak programs were conducted for groups of Stage 3 boys. The An Aboriginal SLSO was employed to support learning 3–6. A Junior Aboriginal Education Team, known as the Mighty Burras, continued in the school and saw more willingness by students to take on leadership programs in this team. This team meets twice a term to ensure the voice of Aboriginal students 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 celebrated NAIDOC day, and there is a sharing of resources between schools. In 2017 a student was a recipient of the Galuwa scholarships, an award given to 10 students across the Tamworth Area of schools. This year we saw 3 opportunities for our stage 3 Aboriginal students to participate in the Walkabout Kitchen program with the local AECG and NSW Health. This program saw students engage in healthier eating practices.

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 undertaken by all students. 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 have had new families who have moved to the country and have positive feedback from them about the support the school has shown them. In 2018 we developed an anti-racism policy to align with the anti-bullying policy and made explicit links with the anti-bullying program to ensure that anti-racism education is taught in each classroom. 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.