

Kurmond Public School

2019 Annual Report



2340

Introduction

The Annual Report for 2019 is provided to the community of Kurmond 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.

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Message from the principal

It has once again been an honour and a privilege to lead Kurmond Public School in 2019. I always say how special Kurmond is and it continues to be a special place! The classrooms, the gardens, the playground, they are all just places, objects and things which every school has. but the real wonder of Kurmond is in the people, our teachers, parents and most importantly our students.

What an amazing year 2019 has been for Kurmond in terms of not only academic and sporting success but also for expanding and improving our school grounds and resources. We continue to be the quiet achievers in the Hawkesbury. Kurmond is the little school up on the hill that offers quality teaching with outstanding teachers, amazing students and supportive parents. We go about providing our students with endless opportunities in a safe and engaging environment.

2019 has been our first year of having our classes named after native birds in the Kurmond sanctuary. This year we have had lovely lorikeets, fabulous fairy wrens, marvellous magpies, positive powerful owls ,brilliant bellbirds, happy hawks and knowledgeable kingfishers.

When we lost our 8th classroom we turned it into a positive by building 'Coo-ee's Calling', a calm quiet area for our students to share and learn and for attracting more native birds to our school. This was partly due to a Landcare Grant. We also added much needed shade areas to the K-2 play equipment and to Coo-ee's Corner. The frog pond was born with the help of Bunnings and now Cooee's Sanctuary at the cricket nets as part of the BirdLife program. This was all the part of the Think Blast Team's work to ensure our school is developing sustainable habits and improving our school environment.

Once again we have provided our students with so many opportunities such as. public speaking, spelling bee, writers club, guitar group, choirs, rock band, dance, recorder group, Premier's debating, sporting and reading challenges, excursions, camps and many sporting events, just to mention a few.

At the start of 2019 we introduced Kurmond's 5 learner qualities–

- how do we learn best – we ask lots of questions by being curious learners
- what do we do when things are difficult while we are learning – we have to be determined learners
- what do we do to solve problems in our learning – we collaborate with others
- what do we do if things don't go our way – we are resilient learners
- what do we do to get the best results from our learning – we are motivated.

This is all part of the school's direction to have the highest possible impact for our students and to have all our students achieve a year's growth for a year's worth of learning as we continue our Visible Learning journey. All teachers recognise and promote these qualities in students in all settings at Kurmond. We have not only led the way at our school in this area but have also supported 145 other teachers in the Hawkesbury to do the same.

A lot gets said about the state of education in Australia, especially recently. Depending on which group is talking and what their motives are, you can hear that on one end we are pushing our kids too hard too young, and at the other end

we are falling behind other countries. One side is spruiking a "back to basics" approach while another side is advocating more complex instruction. All I know is that when I first started teaching in the eighties, if by the end of the year a Kindergarten child knew their shapes and their colours, could write their name, could count to 10 and colour inside the lines, it was a job well done.

So much more is expected now, not only from Kindergarten students, but from kids across the board. In fact, I don't even think there are just the 3Rs any more – I think there are 5Rs; Reading, Writing, Arithmetic, Reflection and Resilience. We ask children to reflect more than we ever have – to evaluate their own work, the work of others, to evaluate and critically analyse the multitude of information that comes their way. They have to be expert rubbish filters, far more than earlier generations had to be.

Resilience is supremely important too – not just the day to day issues of being at school and interacting with a lot of people, but learning to deal with disappointment, and learning to deal with a world that is changing rapidly. That growth mind set of being confident that the more you keep trying at something, the better you become. At least us "older folk" can help them with Resilience. Letting kids know that it is natural to experience disappointment, frustration and sadness at some points in our lives goes a long way to helping kids bounce back when things don't go their way and to stick at things that are difficult, because the rewards are great.

As principal I receive many compliments for our school. When we are on excursions when visiting artists visit us when our students represent the school in various activities. I'd like to take credit for these compliments however these are all due to the hard work of our students, dedication of our wonderful staff and the support of our parent community.

Thank you to our dedicated teachers, office staff and school learning support officers for going above and beyond in all that you do and for providing our students with so many opportunities. Without you, our school could not enjoy the successes that it does.

The outstanding executive team which are there to support me every day and ensure that we continue to function like clockwork even when we face challenges you are always there to step up and uphold the high standards our school is accustomed to.

To our hard working P and C. You have supported the school through funding, policy development and the on going support of student well being through the school's chaplain program. This has been such a wonderful addition now to our school for the second year running and I'm sure you would agree that Mrs Morgan is a wonderful asset to our school.

And now to our incredible students. Your hard work in and out of class has been magnificent, along with your impeccable behaviour in a wide range of situations. Our school motto is *Success through endeavour* and you constantly show those qualities in all you do. Your parents and teachers are rightly proud of you.

This year we farewell Miss Morris who is retiring and leaves us to explore and enjoy the next phase of her life. Miss Morris has been part of Kurmond since 2001 and has touched the lives of many students as a classroom teacher, LaST and RFF teacher. She has been flexible, supportive but most of all dedicated to the students of KPS. She will no doubt come back and see us as a casual teacher in the years to come but for now we thank her for her commitment and dedication to public education. Her caring and kind nature will be a memory we will always have of Miss Morris.

Also flying the Kurmond coop this year is Mrs Roberts who has been part of the executive team since 2017. In that time, Mrs Roberts has led the way with quality teaching and learning not only in her classroom but also the entire school through her leadership of the literacy focus team. The impact Mrs Roberts has had to the improvement of students' literacy outcomes at Kurmond has been outstanding.

Mrs Roberts has led many school initiatives and will be leaving a lasting legacy of improvement in the school environment through the generation of new gardens, a frog pond and recycling initiatives through grants and seeking support from many organisations. I'd like to thank Mrs Roberts for her dedication and commitment to Kurmond's community and wish her all the very best at her new school, Wentworth Falls PS who are very lucky have such an enthusiastic and passionate teacher come their way. Mrs Roberts you will be missed by our entire school community.

It has been a brilliant 2019 and I am looking forward to an even better 2020.



School background

School vision statement

Kurmond Public School has high expectations of all stakeholders whilst having a vision to develop future focused learners who will pursue academic and personal excellence.

We are a school that encourages and expects *Safety, Responsibility and Courtesy* and understand that it is only through sustained *Effort* that lifelong *Achievement* is maintained.

School context

Kurmond Public School is a small school located in a semi-rural area of the Hawkesbury Valley. The school has an experienced and dedicated staff who are active in promoting academic excellence with a strong emphasis on literacy and numeracy. Kurmond prides itself on the success of academic, cultural, creative and sporting pursuits. The school has a positive school culture which ensures the emotional wellbeing of the students and staff. Kurmond Public School is supported in its endeavours by a very active and enthusiastic school community.



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Excellence in Learning

Purpose

Kurmond Public School aims to provide teaching and learning, and wellbeing programs that support high expectations for all students while addressing individual needs. These programs are evidence based and dynamic, responsive to feedback, assessment data and student progress.

Improvement Measures

Every student has learning goals to drive further achievement.

All classroom programs are aligned to the school's teaching and learning overviews in all Key Learning Areas.

100% of students and staff can articulate the school's PBL values and expectations.

The school's attendance rates are equal to or above state average.

Overall summary of progress

Throughout 2019 teachers have worked with students to discuss goals for their learning. This process of goal setting will require an on going focus next year.

The teaching and learning overviews have been implemented and adjustments have been made to accommodate identified clashes especially with cross stage classes.

The school's PBL values continue to be reinforced and referred to in all settings by having teachers explicitly teach these in every classroom.

The school's attendance rates continue to be above the network and state average.

Progress towards achieving improvement measures

Process 1: Through the development and implementation of school wide, cross curricula approach to teaching and learning, students will engage in authentic learning experiences. These will provide a real life context for the development of a range of capabilities, including literacy and numeracy skills.

Evaluation	Funds Expended (Resources)
The draft scope and sequence has been updated and provided to all staff based on feedback and practicality of school's resources. As this is the first year of implementation and there are composite classes in the school, the second year of implementation will also require on going adjustments of its contents. Going into the second year of implementation will require further evaluation of the contents of the scope and sequence and adjustments if necessary.	Teacher's weekly release from face to face sessions and after school team meetings are utilised. The school was allocated \$32 158.70 for 2019 for the release from face to face program.

Process 2: The teaching and learning cycle drives programming with formative and summative assessment embedded as part of this process. Students, teachers and parents are actively involved in this process in order to identify learning goals.

Evaluation	Funds Expended (Resources)
Student progress and achievement is measured and accurately reported to parents at parent teacher meetings, in semester reports in student progression folders and to the following year's teacher. Students have been encouraged to reflect on their own progress and achievement and to identify their next steps in the form of student goals.	Teacher's weekly release from face to face sessions and after school team meetings are utilised. The school was allocated \$32 158.70 for 2019 for the release from face to face program.

Progress towards achieving improvement measures

Process 3: School wide systems will be further developed to support the wellbeing of all students.

Evaluation	Funds Expended (Resources)
<p>Students' knowledge of the school's Positive Behaviour for learning expectations continues to be strong at Kurmond Public School.</p> <p>The school's attendance rate continues to be higher than the network and state average.</p> <p>In the first instance the school's learner qualities were explicitly taught through literature at students' appropriate stage levels. Learner qualities have been reinforced by rewarding targeted learner qualities each week at assemblies and referring to learner qualities in all settings for students, staff and parents.</p> <p>As this is the first year of implementation the school will need to look at sustainability with further scaffolds as new staff members, students and parents will be at the school.</p>	<p>Professional development funds as the school's learner qualities were developed during the Corwin full day conference in Term 1 \$1455 and then explicit lessons developed during after school staff meetings.</p>



Strategic Direction 2

Excellence in Teaching

Purpose

Teachers at Kurmond Public School exhibit excellence in teaching practices by working collaboratively implementing research based practice and reflecting on data in order to drive further improvement.

Improvement Measures

100% of teachers articulate and display learning intentions and develop success criteria with their students to drive further achievement.

All teaching and learning documents demonstrate quality teaching principles incorporating current research and evidence-based practices.

All teaching and learning programs are responsive to student data that highlights individual learning needs.

Overall summary of progress

On going professional learning on the importance of including learning intentions and success criteria has led to all teachers displaying and articulating these to students for high impact learning in all settings.

Teachers' programs reflect students' needs with a greater amount of differentiation and adjustments for learning. Team leaders support team members to reflect on these with professional learning on consistency of teacher judgment sessions focusing on student data and meetings regarding teaching programs.

Progress towards achieving improvement measures

Process 1: Identified expert staff provide ongoing mentoring for staff through QTSS and the implementation of targeted school wide programs.

Evaluation	Funds Expended (Resources)
The use of QTSS funding has allowed for expert teachers to go into all classrooms and to support the engagement and learning of all students in reading, writing, mathematics and ensuring student well being practices are implemented. It has been important not to just have assistant principals delivering these quality teaching sequences but rather aspiring leaders and teachers who display a passion for certain curriculum areas.	Staffing allocation of QTSS funding \$29 240.00 Funding Sources: <ul style="list-style-type: none">Quality Teaching, Successful Students (QTSS) (\$29240.00)

Process 2: Kurmond PS will work with local high schools to identify strengths and weaknesses in student learning and adjust teaching and learning programs to address these areas.

Evaluation	Funds Expended (Resources)
On going communication and linkages with the local high school has occurred with the Stage 3 teachers and the high school LaST teachers. A future focus for Kurmond and the feeder high school is to invite high school teachers to share their expertise with Stage 3 students on areas such as history, mathematics, art and Japan. An exchange of information is necessary to address the gap between Stage 3 and Stage 4. There have been numerous links established such as a high school art teacher delivering an art lesson to the Stage 3 classes and the Early Childhood class at Colo HS visiting the Kindergarten class once a week to deliver lessons. In addition to this, as a Colo Learning Community school Kurmond was included in the small group teaching of sport skills by high	Nil as these meetings occur during before or after school. Funding Sources: <ul style="list-style-type: none">(\$0.00)

Progress towards achieving improvement measures

school students which then culminated with a sports gala day at the high school with all feeder primary schools.

Process 3: Staff draw on current research to employ effective, evidence-based teaching strategies across our school and learning alliance.

Evaluation	Funds Expended (Resources)
All teachers attended the Corwin Visible Learning Conferences in Terms 1, 2 and 3 on each of the staff development days. Kurmond PS facilitated these conferences for teachers in other schools to include a total of 145 teachers. Teachers were involved with professional learning on research based high impact strategies for student achievement on feedback, learner qualities, Solo Taxonomy and learning intentions and success criteria. Teachers have continued to implement these principles into their classrooms and in all settings.	<p>Three conferences for all teachers and two Evidence into Action days for the Leadership team. Each conference a total cost of \$1455 for all staff to attend. The cost for these conferences was covered by the school's professional development budget allocation.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)



Strategic Direction 3

Excellence in Leading

Purpose

Kurmond Public School demonstrates a high performance culture where there is a clear focus on guiding every student and every teacher to achieve their best. There is a strong sense of community where every stakeholder is valued and supported, resulting in school-wide improvement.

Improvement Measures

An increase in the number of parents and community members actively engaged in supporting the school's strategic priorities through meaningful partnerships.

100% of staff engage in professional learning aligned to evidence based practices, including future focused learning, to improve student learning and wellbeing outcomes.

Overall summary of progress

Parent and community members' support for the school's strategic directions has continued to be strong throughout 2019. The school has provided parents with on going information sessions in line with the strategic directions of Excellence in learning, Excellence in teaching and Excellence in leading. Such sessions have included the principles of Visible learning, teaching reading, the importance of number talks and STEM learning in classrooms.

An on going commitment from the Leadership team to support all team members in the development and achievement of professional development plans has been a priority in 2019 as required by the Department of Education.

Progress towards achieving improvement measures

Process 1: The school strategically plans for the effective and efficient use of school resources to enable future focused teaching and learning, including the expert integration of technology, in every classroom.

Evaluation	Funds Expended (Resources)
Targeted students supported with one on one reading intervention, small group LLI and writing programs. by utilising the school's LaST timetable and identifying students in need. Quality STEM lessons delivered to all classes in 5 week clusters by expert teachers within the school and invited from other schools.	LaST allocation \$53 358.00
The school booked two STEM kits from the Department of Education at no cost so that they could be used in all classrooms. This allowed less confident teachers to build their capacity in teaching using the STEM kits and with the support and guidance of an expert teacher.	QTSS funding \$29 240.00 for STEM quality lessons in all classes. STEM kits at no cost to the school provided by the DoE. Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$29240.00)

Process 2: The executive team will support all staff to improve their expertise in identified areas, including professional learning goals and school strategic priorities.

Evaluation	Funds Expended (Resources)
All staff members' professional development plans include goals, professional learning, evidence of achievement and annual reviews. Team members have been supported by team leaders to seek professional development opportunities in line with their plans and the school's strategic directions. Professional development plans are revisited with team leaders to check on progress and discuss any further support required.	Nil cost as team members meet with team leaders during release from face to face sessions, after school professional learning meetings and at staff development days.

Process 3: Identified staff provide support and training for the entire school community to optimise student achievement in all areas.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Expert teachers in writing have delivered quality lesson sequences to all classes in 5 week blocks following the 7 Steps to Writing Success Program.</p> <p>Aspiring leaders and expert teachers have been instrumental in delivering number talks sessions to all classes as a way of sharing their expertise in mathematics with students and teachers. This was a focus area for the numeracy team throughout the year. Likewise another aspiring leader was timetabled to visit all classes to implement a social skills and anti – bullying program. The school counsellor delivered a resilience program to Stage 3 classes to support with transition of moving into high school and into senior years.</p>	<p>QTSS funding \$29 240.00 and principal's timetable if times aren't suitable within the QTSS release timetable.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$29240.00)

Process 4: School leaders guide staff to achieve professional goals and school strategic priorities by developing their expertise through internal and external professional learning.

Evaluation	Funds Expended (Resources)
<p>Team leaders have supported team members teaching and non teaching to identify suitable professional development sessions from outside the school and within the school. Teachers have all received the Visible learning professional learning conferences throughout the year in line with the school's strategic directions. They have also been supported to identify areas of need and then attend sessions to improve their own practice. Staff have then been invited to share learnings with the remainder of the staff. Non teaching team members have also identified areas for further development and have been supported to attend these sessions throughout the year.</p>	<p>Professional development funds from the school budget \$11 938.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00)



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Teachers are provided with time to write plans and to meet with students and parents. 5 x casual relief days and in class support with SLSO for identified students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$7 547.00) 	<p>Teachers developed personalised learning pathways in conjunction with students and their parents. Goals are negotiated for identified areas of focus to include academic, sorting and social goals.</p> <p>SLSO timetable has allocated time to support students in literacy, numeracy and social skills.</p>
English language proficiency	<p>\$2426.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$2 426.00) 	<p>Students have received in class support from a school learning support officer to further develop their vocabulary and language development.</p>
Low level adjustment for disability	<p>Total \$70 963.00</p> <p>LaST allocation staffing \$53 358.00</p> <p>Flexible funding \$17 605.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$17 605.00) 	<p>Explicit literacy and numeracy programs have been developed and implemented for identified students to address areas of need in English and mathematics. This has included MultiLit, number strategies, comprehension and writing support.</p> <p>The Learning and Assistance Teachers have been supporting students on a one to one basis for reading intervention for Year 1 and Year 2 students and for small group reading and number strategies acquisition for Stages 1 to 3.</p>
Quality Teaching, Successful Students (QTSS)	<p>Staffing allocation \$29240.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$29 240.00) 	<p>During 2019 the Quality Teaching timetable was utilised to support all teachers with the delivery of quality teaching in all classrooms. Members of the leadership team and aspiring leaders were responsible for modelling quality lessons in all classrooms in the delivery of writing, reading mathematics, social skills and STEM. Building the capacity of teachers and supporting the achievement of professional development plans for teachers has been a priority along with student achievement.</p>
Socio-economic background	<p>Staffing allocation \$22893.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$22 893.00) 	<p>Identified students have been supported with their literacy and numeracy learning by having explicit individual plans developed and delivered in order to cater for individual needs.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	85	80	74	78
Girls	103	98	87	78

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.6	96	96.5	94.1
1	95.1	96.3	96.3	94.9
2	91.9	93.8	92.8	95.2
3	94.2	95.7	94	95.9
4	92.6	94.7	93.4	96.5
5	91.8	94.3	92.1	95.5
6	95.3	93.7	93.7	94.8
All Years	93.8	94.8	94.1	95.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Kurmond Public School's attendance rate continues to be above the NSW state Department of Education average for all grades. The school's overall attendance rate is 95.40 compared to the NSW State DoE average of 92.80.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.87
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.01

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	124,038
Revenue	1,753,555
Appropriation	1,632,766
Sale of Goods and Services	6,684
Grants and contributions	113,662
Investment income	443
Expenses	-1,744,631
Employee related	-1,507,952
Operating expenses	-236,680
Surplus / deficit for the year	8,923

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	35,028
Equity Total	103,828
Equity - Aboriginal	7,547
Equity - Socio-economic	22,893
Equity - Language	2,426
Equity - Disability	70,963
Base Total	1,369,555
Base - Per Capita	37,777
Base - Location	1,704
Base - Other	1,330,075
Other Total	106,256
Grand Total	1,614,668

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.



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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.



Parent/caregiver, student, teacher satisfaction

Tell Them From Me 2019 survey results

Student satisfaction

Social engagement

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Following is the percentage of students in Kurmond Public School that were socially engaged compared with NSW Govt norms for students at the year levels assessed in this school.

At Kurmond Public School—

- 81% of students have a positive sense of belonging. This is the same as the NSW state norm.
- 89% of students indicated participation in school sports or clubs. This is the same as the NSW state norm.
- 90% of students indicated having positive relationships. This was above the NSW state norm of 85%.

Institutional engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework.

The levels of institutional engagement at Kurmond Public School are—

- 97% of students value schooling outcomes. The NSW state norm is 96%
- 88% of students with positive behaviour at school compared to the NSW state norm of 83%..
- 30% of students have positive homework behaviours which is substantially below the NSW state norm of 63%. This will be an area of focus for school improvement in 2020.

Intellectual engagement

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation.

The results for Kurmond Public School on the three measures of intellectual engagement are—

- 97% of students indicated they place effort at school compared to 88% of students in the NSW state norm.
- 95% of students receive quality instruction compared to the NSW state norm of 93%.
- 67% of students are interested and motivated compared to NSW state norm of 78%

Drivers of student engagement

Research by The Learning Bar found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Four school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate and teacher expectations for success.

Below are the average scores on a ten-point scale for each factor for Kurmond Public School compared with NSW norms for students at Kurmond Public School—

- Expectations for success – 8.9 points compared to the state norm of 8.7.
- Quality instruction – 8.3 points compared to the state norm of 8.2.
- Positive teacher / student relations – 8.5 points compared to the state norm of 8.4.
- Positive learning climate – 7.1 points compared to the state norm of 7.2.

Tell Them From Me 2019 survey results

'Partners in learning' parent survey

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a

neutral position (neither agree nor disagree).

Kurmond Public School parents' responses—

Two way communication with parents—

- Parents feel welcome 7.8 points mean compared to the NSW state norm of 7.4.
- Parents are informed 6.9 points mean compared to the NSW state mean of 6.6.

Parents' participation at school

- 82% of parents indicated they had spoken to their children's teachers 2 or more times since the start of the year.
- 82% of parents attended meetings 2 or more times at school since the start of the year..
- 47% of parents indicated they are involved in school committees.

Parents support learning at home, this includes parents encouraging their children to do well at school, praising their children for doing well at school and talking to their children about feelings towards other children—

- 6.8 points school mean compared to the NSW state norm of 6.3 points.

School supports learning, this includes teachers having high expectations , teachers showing an interest in students and teachers encouraging students to do their best—

- 7.7 points school mean compared to the NSW state norm of 7.3 points.

School supports learning through positive behaviour, this includes teachers expecting students to pay attention in class and children being clear about rules for school behaviour—

- 8.1 points school mean compared to the NSW state norm of 7.7 points.

School supports child's behaviour through safety at school, this includes children feeling safe at school and the school helping to prevent bullying—

- 7.2 points school mean compared to 7.4 NSW state mean.

School supports children's behaviour by being an inclusive school, this includes teachers helping students who need extra support, teachers helping students develop positive friendships and staff taking an active role in making sure all students are included in school activities—

- 7.1 points school mean compared to 6.7 NSW state mean.

Useful communication about school news—

- 82% indicated the school newsletter is useful to very useful
- 64% indicated the school website is useful to very useful
- 76% indicated emails are useful to very useful
- 59% indicated social media is useful to very useful
- 57% indicated P&C meetings are useful to very useful
- 48% indicated text messages were useful to very useful..

As the above Tell Them From Me parent survey responses were only from parents of students in Grades 4–6, a similar survey was sent to parents of students in Kindergarten and Stage 1.

Parents' participation at school

- 81.25% of respondents had spoken to their children's teachers 2 or more times since the start of the year.

Encourage their children to do well at school

- 87.5% of parents indicated their children completed homework each week

Teachers have high expectations

- 75% of parents indicated their children's teachers have high expectations for their children to succeed.

Teachers take into account children's needs, abilities and interests

- 75% of parents indicated teachers take into account their children's needs, abilities and interests.

Teachers at Kurmond manage their classes effectively

- 75% of parents indicated teachers manage their classes effectively.

Teachers at Kurmond devote their time to extra-curriculum activities

- 100% of parents indicated that teachers devote their time to activities such as debating, dance, choir, sand porting

activities.

Safety at school

- 87.5% of parents indicated their children feel safe at school.

Behaviour expectations at school

- 93.75% of parents indicated their children are clear about behaviour expectations at school.

Friendships at school

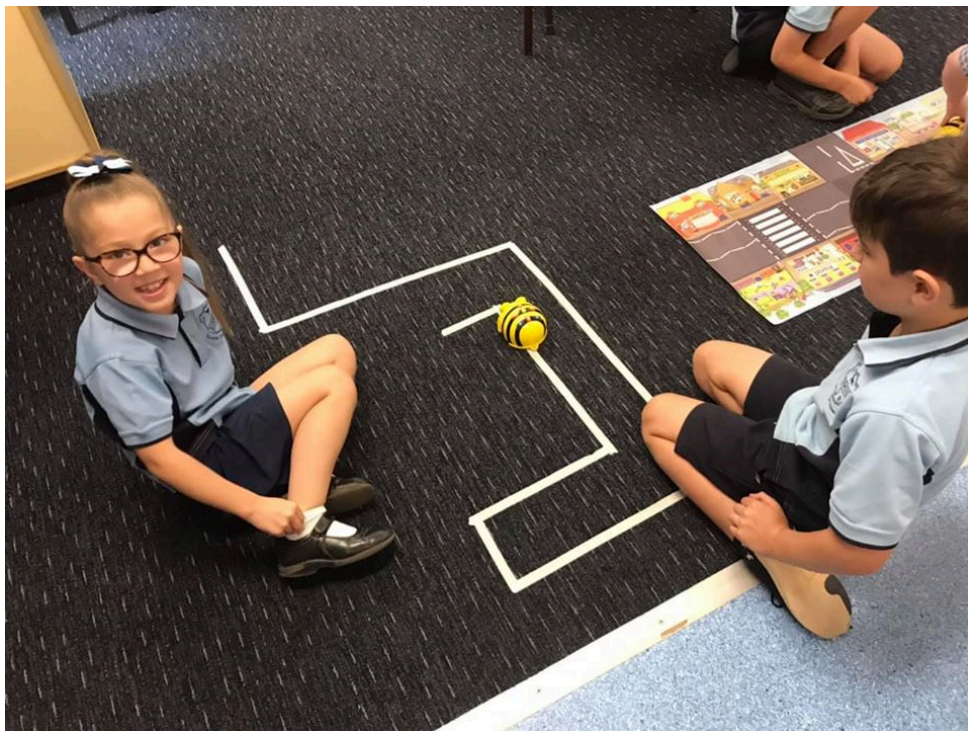
- 56.25% of parents indicated that teachers at Kurmond help students develop positive friendships
- 31.25% of parents were not sure.

Effective forms of Communication from the school

- Class dojo was ranked the most effective communication tool, closely followed by Facebook, then paper notes, followed by the school's website and newsletter and lastly Enews.









Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Kurmond PS is committed to improving the educational outcomes and well being of Aboriginal and / or Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

There were 11 students in 2019 that identified as Aboriginal and /or Torres Strait Islander.

Our school promotes respect for the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land at all assemblies and gatherings; and
- Integration of Aboriginal perspectives across Key Learning Areas so students develop deep knowledge.

During 2019, Kurmond Public School was involved in:

- Ensuring Personal Learning Plans for all Aboriginal students were completed and implemented in order to improve educational outcomes and increase participation of Aboriginal students
- Targeted students identifying as Aboriginal or Torres Strait Islander backgrounds were supported in their Literacy and Numeracy development
- NAIDOC week and its significance was promoted to all students.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

In 2019, we have continued to raise the awareness of multicultural and anti-racism matters. Discussions on cultural practices were incorporated into classroom teaching and learning programs, incidentally and as outlined by the syllabuses.

There were no matters referred to the Anti-Racism Contact Officer (ARCO) throughout the year. Telephone interpreters were made available throughout the year for use during parent / teacher interviews although none were required.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Harmony Day at Kurmond PS was celebrated in classrooms with learning experiences organised in each class. Students completed a range of activities to support their understanding of the importance of celebrating one another and to reinforce the significance of inclusiveness. The day was dedicated to celebrating and embracing cultural diversity and the feeling of belonging.

Multicultural perspectives are embedded in all learning programs for all classes.

Other School Programs (optional)

Student Wellbeing Support Program / School Chaplain

The Student Wellbeing Support Program (SWSP) is a program to assist schools, working in partnership with their local community, through additional funding for a student wellbeing support officer to support school wellbeing approaches. Student wellbeing support officers work with school learning and support or wellbeing teams to deliver student resilience and wellbeing services, and support the emotional and social wellbeing of students.

The program started in 2018 and has now been operating at Kurmond for a total of six terms. Mrs Kylie Morgan is the school's chaplain.

The role of the school chaplain at Kurmond has involved meaningful contact with a number of students before school begins, in Multi-Lit and TNT during class time with targeted students through the school's learning support team. Mrs Morgan interacts with students about topics such as believing in themselves, sharing, working together, building resilience, speaking kindly to one another and family hardship.

Students are supported in their learning in classrooms, socially in the playground and in the Cottage before school as a drop in centre. Mrs Morgan works with all of the staff at Kurmond Public School to make sure all the students are supported and valued.

As the school's chaplain, Mrs Morgan's aim is for every student to know they are special. Interaction with other school staff occurs regularly, and deeper relationships are being built with them. On a daily basis Mrs Morgan has the opportunity to speak with parents and guardians, about their children, and at times about family situations and some of life's challenges.

Throughout the school year Mrs Morgan has been involved in school events, such as the Athletics Carnival and Education Week Performances. This involvement has entailed supporting the teachers in whatever way they need, and to be there for students, to support and encourage them.

Mrs Morgan has been instrumental in having the school's guitar group and rock band meet and rehearse before school each week. Her creative skills and manner with the students is admired by staff, parents and students.

Debating

Congratulations to the Kurmond debating team and Mrs Vaccaro for their wonderful success throughout 2019. They won all three debates against Richmond PS, Seven Hills North and Richmond North PS with some very strong arguments and rebuttals. On all occasions the adjudicators commented on the team's well-structured presentations and expanded points. We are very proud of our team who came very close to being in the finals unfortunately, the Seven Hills team had been undefeated and therefore progressed to the next stage of the competition.

Guitar group

The school chaplain, Mrs Morgan and the school's creative and practical arts teacher Ms Andersen have worked hard this year to meet each week with the guitar group which comprises of approximately 15 students ranging from beginners to more advanced students from Years 2 to 6 to learn new skills. A volunteer member of the community, Mr Pullbrook has joined the group during these sessions to support the students' learning. We are extremely fortunate as he is currently a preservice music teacher who is willing to share his skills with our students.

New Kids on the Rock

Mrs Morgan and Ms Andersen continued to work with the school's rock band, New Kids on the Rock. The band has been in its first full year with numerous performances at school assemblies, Education Week concert at school and at the Richmond Marketplace. The band have been committed to weekly before school rehearsals and sound amazing. They are continuing to add to their repertoire and plan to include more students as senior students move onto high school to ensure sustainability.

Choir

Students rehearsed each week with Mrs Oram and Miss Morris and had the opportunity to be part of the Junior choir, the Combined choir or the Pulse choir. Performances included school assemblies, Education week concert at school and at the Richmond Market Place. Eighteen Year 5 and 6 students auditioned and were successful at being part of the Pulse choir ensemble. The students performed in the auditorium of the magnificent Sydney Opera House. This was a once in a life time opportunity and one they will always remember as a very special privilege.

Sporting achievements

2019 has been another action-packed year of sport at Kurmond. At a school level, students have participated in a wide variety of sporting activities that have developed their skills and confidence. Outside of our school, at gala days and carnivals, our students have represented our school with enthusiasm, pride and most of all fabulous sportsmanship.

Swimming carnival

We started the year with a splash. The swimming carnival was held in Week 2 of Term 1 on a lovely hot and sunny day. It was wonderful to see so many students challenging themselves to do their best in many different swimming events.

Kurmond had 22 students represent the school at the Hawkesbury District Swimming Carnival. We had 2 swimmers with outstanding individual performances that saw them advance to the Sydney West Regional Finals in Homebush – Sophie L in the 9 years girls 50 metre free style and Lily P who blitzed the field in her events and took home the title of District Champion for the 11 years girls. She was joined by Lily E, Isabelle L and Jade T to form our senior girls relay team who also competed at Regionals.

Cross country carnival

Our very first whole-school sporting event was the Cross Country Carnival. It was held on our school grounds, this event went off with a bang. The atmosphere was exciting with students cheering on their peers to do their best. It was another example of the fine sportsmanship students at Kurmond Public School always display. From this event, we were able to send 46 athletes to the District Carnival.

Kurmond students had some outstanding performances at the district carnival. Max B, Luke K and Kourtney C all qualified for the Sydney West Carnival which was held at Eastern Creek. What an amazing effort!

Athletics carnival

Our biggest carnival of the year is the athletics carnival held at McMahon's Park. This carnival is an action filled day. Staff, students and parents spent the day in the sunshine cheering on students participating in all the different track and field events.

Following on from this event, we were very proud to have 34 athletes qualify for District.

At the district carnival, also held at McMahon's Park, we had some outstanding results, with 2 students continuing on to represent the Hawkesbury district at Regional level. These were Jackson E in the high jump and long jump, and Maddie H in the high jump.

District teams representation

Kurmond has been well represented in District teams across a range of sports this year. Altogether, we have had 14 students selected to represent the Hawkesbury in basketball, football, netball, tennis, rugby league. In addition, Georgie and Myah were selected to trial for the inaugural Sydney West girls Rugby 7s Gala Day.

Further opportunities to represent Kurmond in sport have been through Gala Days. This year, students from Stages 2 and 3 participated in tennis and netball gala days with other schools from the Hawkesbury. Year 2 students had lots of fun at the Futsal gala day, displaying excellent skills and teamwork, and even better sportsmanship, with some students even helping out other schools on the day.

Individual sporting pursuits

The school's strong tradition in equestrian continued with Kallie H competing at the NSW Interschools Vaulting Competition at the Sydney Equestrian Centre, while Aria C also represented Kurmond on her horse.

Sporting schools program

Sporting carnivals are not the only way that students at Kurmond participate in sporting activities. We have once again been a part of the Sporting Schools program. In Term 1, we participated in the Sporting School Australia program that not only promoted physical activity but supported the development of cooperative and collaborative skills as well. Throughout the year, students learned specific skills in athletics, AFL and gymnastics from expert coaches. The positive attitudes and good sportsmanship displayed by Kurmond students was constantly commented on by these specialist coaches.

Special swimming scheme

Another important part of our sporting calendar is the special Swimming scheme. This program provides a fantastic opportunity for students in Years 2, 3, and 4 to develop their swimming skills and improve their understanding of water safety. This year 58 students travelled to Richmond pool for 2 weeks to be a part of the program.

