

Kurri Kurri Public School

2019 Annual Report



7422

Introduction

The Annual Report for 2019 is provided to the community of Kurri Kurri Public School as an account of the school's operations and achievements throughout the year.

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

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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 students 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, Safety and Respect" underpins the philosophy and practices of the school.

Kurri Kurri Public School is a large regional primary school with an enrolment of 608 (403 families) which services a diverse community. In 2019 there were 30 classes including three support (two multi-categorical, one IO/IS) classes for students with specific additional needs.

We are an Early Action for Success school. Instructional Leadership supports our goals for student achievement in literacy and numeracy through targeted programs in K–2.

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, reading and numeracy.

The 2019 evaluation recommended to develop consistent explicit teaching practices, and providing professional learning activities to support staff to implement evidence based practices across K–6. 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 including restorative practices and mindfulness education school wide. The evaluation also recommended these practices be developed to support staff and community wellbeing initiatives.

The school is an active member of the Kurri Kurri Learning Community and work in partnership with the local Aboriginal Education Consultative Group.

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

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.

Improvement Measures

Increase percentage of students demonstrating expected growth in literacy and numeracy (NAPLAN and effect size measures).

At least 80% of students demonstrating expected growth per semester across DoE literacy and numeracy progressions relevant to expected timeframes.

Observations of teaching identify that classroom practice is informed, reflective, relevant, well-planned and engaging.

Progressively increase percentage of scholars in top 2 bands for NAPLAN.

Overall summary of progress

Staff are still continuing to work on the development of best practice literacy and numeracy skills, with a specific focus on reading and open ended mathematical tasks. Staff are more aware of the role of neuroscience in education, however a whole school understanding of the importance of Neuroscience is not clear.

2019 average scaled growth in % Year 3 to Year 5.

Literacy – 51.1% Numeracy – 40.2%

Literacy has grown 10.9%

Numeracy has decreased 8.7%

Top 2 Bands % in 2019.

Year 3 Literacy – 19.23% Numeracy – 20.78%

Year 5 Literacy – 15.63% Numeracy – 6.32%

Growth in the Top 2 Bands from 2018–2019.

Year 3 Literacy has decreased 6.27%

Year 3 Numeracy has increased 6.35%

Year 5 Literacy has increased 2.09%

Year 5 Numeracy has increased 1%

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy for Literacy and Numeracy

A coordinated approach to teaching literacy and numeracy is embedded school wide.

Evaluation	Funds Expended (Resources)
This consistent approach is not evident in all K–6 classrooms. A future focus needs to be spending time on PL to review best practice and develop	Guided Reading Resources

Progress towards achieving improvement measures

consistent targets and procedures for the whole school. K–2 is consistent through support of EAfS Instructional Leaders, however 3–6 needs further support to ensure consistency in programming.

86% of students in the Tell them From Me survey, agreed that 'teachers ask us to explain our answers in literacy and numeracy', demonstrating that staff are starting to use questioning strategies as part of their formative assessment.

Further support through observation, programming and stage meetings will be supported in 2020..

Stage Collaboration time in RFF roster

Support from Literacy and Numeracy Advisor, release for Assistant Principals

Release for L3 training for K–2 staff

Quality Literature for K–2

Funding Sources:

- Socio-economic background (\$12000.00)

Process 2: Instructional Leadership

All teachers demonstrate best practice in the teaching of literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>The use of data to develop individualised and differentiated programs across all grade levels still needs extra professional learning support for all staff. The development of proformas for teachers to use for programming to differentiate learning to cater for more individualised programs in literacy and numeracy will also support programming guidelines.</p> <p>Staff feedback from the Dylan Wiliam showed growth in their understanding of formative assessment strategies to inform the next stage of their teaching and learning programs.</p> <p>The employment of an Assistant Principal Instructional Leader 3–6 in 2020 using QTSS funds will further develop teacher capacity and improve outcomes for all students in literacy and numeracy.</p> <p>Executive team will also continue to work with district office personnel and EAfS advisors to enhance this process.</p> <p>By the end of 2019, 79% of Kindergarten students reached reading benchmark which was an increase of 16% from the previous year. 69% of Year 1 students reached reading benchmark, which was an increase of 10% from the previous year. Year 2 saw 70% of students reach reading benchmark, demonstrating the success of a coordinated approach to reading instruction.</p>	<p>Deputy Principal – Instructional Leader 3–6</p> <p>Fortnightly data meetings with IL's</p> <p>Whole staff attendance at Dylan Wiliam professional learning on formative assessment.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$274000.00)

Process 3: Educational Neuroscience

Instructional leaders draw on current research to strengthen staff understanding of educational neuroscience, and implement programs to enhance student outcomes.

Evaluation	Funds Expended (Resources)
<p>Walker Learning is implemented in all K–2 classrooms with ongoing support from the EAfS Instructional Leaders and teachers who are looking at accreditation through the Walker Learning program.</p> <p>The Support Unit will be looking into developing play based learning pedagogies in 2020.</p> <p>The Fast ForWord program will not be included in the 2020 funding of programs due to issues with IT and the amount of time that it took from explicit literacy teaching. Results over 2 years did not show evidence in changes to reading ability in the classroom learning programs for the majority of students, however it showed growth for those students who needed more</p>	<p>Fast ForWord Program.</p> <p>Walker Learning professional learning.</p> <p>Walker Learning classroom resources.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$47000.00)

Progress towards achieving improvement measures

support with fundamental literacy skills in Year 4 .	
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Next Steps

Kurri Kurri Public School will continue to support all staff through instructional leadership to develop quality literacy and numeracy programs that are evidence based best practice. Programming and assessment templates will be developed to ensure consistency K–6 and provide the platform for continual data analysis. Teachers will be given extra RFF to observe colleagues implementing literacy and numeracy programs and time to work with the Instructional Leaders on areas for further personal development.

All teachers, including Learning and Support, non-teaching Executive and SLSO staff will work with the Instructional Leaders to improve student performance and build capacity in guided reading practice.

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..

Improvement Measures

Reduction of incidents leading to suspension by 30%.

85% of scholars are identified in the green tier of the PBL data triangle.

Positive trends regarding sense of belonging and respectful relationships are reflected in school community survey data.

Attendance data indicates 94% of scholars attend school regularly

Overall summary of progress

The Deputy Principal engaged in an attendance improvement pilot and in Term 4 implemented more explicit procedures for attendance reporting for staff and information for the community about the importance of attendance at school every day. Regular meetings with the Home School Liaison Officer has supported the schools attendance improvement plan procedures to improve attendance before HSLO applications are needed. Attendance data showed that K–2 had higher levels of attendance over the year than 3–6 students.

Attendance data for the whole school:

Term 1 – 90.8%

Term 2 – 89.4%

Term 3 – 88.5%

Term 4 – 86.8%

Overall 2019 – 88.97%

Four staff members, including the School Counsellor, attended the Berry Street Education professional learning and began implementing practices from this into whole school wellbeing programs. The model allowed the school to establish more consistency and connection with all the wellbeing programs that the school had implemented over the past 3 years.

PBL data showed an average of 86% of students in the green tier of the PBL triangle over the 2019 school year.

Progress towards achieving improvement measures

Process 1: Staff professional learning in wellbeing practices and programs will ensure that our school is an enjoyable safe community.

Evaluation	Funds Expended (Resources)
<p>The school staff undertook professional learning in PBL. The PBL Coordinator and Internal Coach reviewed the current PBL model and begun implementation of new ideas. Community input from staff, students and parents saw the PBL core values of 'Learning, Caring and Respect for All', change to 'Learning, Safety and Respect'. The team will work towards creating a new action plan in 2020.</p> <p>75% of Year 4–6 students stated in the Tell Them from Me survey that students had positive behaviour at school. PBL data showed that 86% of students were in the top tier of the PBL triangle.</p>	<p>Casual days for staff to attend \$3,000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Progress towards achieving improvement measures

PBL professional learning will remain a priority for 2020, led by the PBL team and the Deputy Principals.

Tell Them from Me data from April 2019, for students identifying that students felt they had an advocate at school was 7.6 compared to the NSW norm of 7.7. School Self Evaluation data collected in November 2019 had 100% of student responses answering yes to the question 'do you have at least one adult at school who you can talk to when you need help?'

SLSO staff evaluation of the Understanding and responding to trauma professional learning stated that through this course they developed more understanding of dealing with challenging behaviours and were applying this knowledge when working with students.

Process 2: Alignment of school wide wellbeing programs to enhance and create a positive school culture.

Evaluation	Funds Expended (Resources)
<p>There was a reduction in major behaviours due to the behaviour consistency guide, with teachers using the PBL guidelines to deal with student behaviour. The lesson focus with a clearer alignment with school PBL expectations, also supported a reduction in major behaviours.</p> <p>More professional learning will need to be completed by staff in relation to classroom management, following up of incidents and whole school expectations in 2020.</p> <p>Suspension data for Semester 2 was reduced by 56% from Semester 1, due to proactive behaviour management practices being implemented consistently in the school.</p> <p>Assistant Principals facilitated restorative practice processes in stage based reflection rooms. This resulted in a decrease of reoccurring incidents through the development of conflict resolution strategies. Deputy Principals facilitated structured play activities which provided students with an opportunity to develop their social skills.</p> <p>Peer Mediator data showed an increase over the year in the number of students meeting with the trained mediators to help solve small problems amongst their peers before they escalated further and needed to be dealt with by the teacher on duty.</p>	<p>Release from class of an expert teacher in wellbeing practices to support teachers as well as implement Mindfulness and Peaceful Kids practices across the school.</p> <p>Peer Mediator training and implementation as part of the Restorative Practices program.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$109000.00)

Process 3: Revise and implement quality systems to monitor and track student wellbeing and further enhance a positive school culture .

Evaluation	Funds Expended (Resources)
<p>The school tightened up procedures for recording incidents on Sentral which ensured timely follow up when required.</p> <p>The establishment of the behaviour consistency guidelines reduced inconsistencies with reporting and improved teachers confidence when dealing with behaviours. In 2020, school focused opportunities to continue to support staff with this will be done using specific school based examples from school incidents.</p> <p>Attendance monitoring processes have improved through the Deputy Principals involvement in an attendance pilot program with School Services and regular meetings with the Home School Liaison Officer. All staff have demonstrated a better understanding of the processes and practices of school staff, parents and the Department of Education to monitor student attendance.</p>	<p>Casual days for the Assistant Principals to cover the Deputy Principal for professional learning.</p> <p>2 casual days for PBL leaders to develop plan.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$3000.00)

Next Steps

Kurri Kurri Public School will continue to strengthen their wellbeing practices through evidence based proactive programs that support students and their families to thrive at school and in the community. Staff wellbeing programs will remain important with a direct link to the Department of Education Being Well program.

The PBL team will ensure consistency across the school for the teaching of school wide expectations and behaviour consistency at Kurri Kurri Public School.

In 2020, a wellbeing specialist teacher will continue to support programs through modelled lessons with teachers and small intervention groups to support students with the continual development of their wellbeing.

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.

Improvement Measures

Classroom observations identify that play-based and project based learning are embedded in the school.

Increased rigor and self-direction is evident in play-based and project-based learning activities and units of work

Increased levels of scholar engagement is evident in all key learning areas

Overall summary of progress

Walker Learning has continued to be implemented in the K-2 classrooms, led by the EAfS Instructional Leaders. Some staff expressed interest in working towards accreditation through Walker Learning. Walker Learning Mentor visits during November 2019 resulted in every K-2 teacher determining a specific focus for their teaching practice in this pedagogy.

Student engagement was high during learning that was hands on and problem solving focused.

Project-based learning will need further professional learning to be implemented in all year 3-6 classes.

Progress towards achieving improvement measures

Process 1: Professional learning

Implement professional learning to allow the programming principles of REAL project based learning and Play Based learning to support collaborative planning of units of work.

Evaluation	Funds Expended (Resources)
<p>Walker Learning (play-based learning) has been evident in all K-2 classrooms and the model based on Instructional Leader support and the mentor visits will continue in 2020. Stage 2 still has no link to either Walker Learning or project-based learning and will make an informed decision on this in 2020. Behaviour data showed a decrease in negative behaviours when students were engaged in the play-based learning time.</p> <p>Staff changes in Stage 3 resulted in new staff not being familiar with the project-based program, having an overall impact on the effectiveness of this and the stage. Tell Them from Me data reflected this with a reduction of 0.4 in rigour from 2018.</p>	<p>Stage budgets to purchase resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$50000.00)

Process 2: Technology

Develop and implement systems to ensure that technology is used to support and promote connected learning and engage scholars.

Evaluation	Funds Expended (Resources)
<p>ICT will continue to be a whole school focus in 2020. Coding resources are available in the K-2 area and will need further professional learning opportunities through observation of teachers using these to ensure all staff are confident with implementing them into teaching and learning programs.</p> <p>Purchase of more laptops for 3-6 allowed more students to access technology on a daily basis. The 2020 budget will allocate funds to purchase</p>	<p>ICT Coordinator and ICT paraprofessional.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$29000.00)

Progress towards achieving improvement measures

more devices for the whole school.

A teacher with experience in ICT will be allocated to teach coding and higher level ICT skills as part of the RFF program in 2020.

Process 3: Student voice

Research current best practice on student voice and implement programs that provide students with opportunities to give teacher/peer feedback on their learning.

Evaluation	Funds Expended (Resources)
<p>All students in years 4–6 had the opportunity to participate in the Tell them from Me surveys twice in 2019.</p> <p>Focus groups were randomly selected to participate in the School Self Evaluation process, ensuring a broad cross section of students had a voice in the evaluation and decision making process.</p> <p>School Self Evaluation data showed that students have limited say in their learning, apart from discussion of goals with their teacher. Responses from the students also showed the need to have a student council model to allow them to have a say in their school. The establishment of an SRC will be a priority in 2020, and this team will lead student input decision for the playground renovations.</p> <p>Students felt they received effective feedback from their teachers, however from staff observations, this needs to be more specific and directed towards one area at a time. Future focus on this will be completed in 2020 by School Executive team.</p>	<p>Casual days to cover teachers to run focus groups at end of year. 4 casual days.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2000.00)

Next Steps

The establishment of the Student Representative Council led by the School Captains.

Nominated staff will continue their professional learning journey with the work of Dylan Wiliam to improve their understanding and practice giving effective feedback to students.

Continue to provide professional learning to teachers in play-based learning.

Executive staff with feedback from all staff will decide the future direction of play-based learning and project-based learning in the school from 2020.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Employment of Aboriginal SLSO to support students with PLP goals and support connections with families and the school.</p> <p>The development of the school Reconciliation Garden.</p> <p>Partnership with Youth Express to teach cultural programs.</p> <p>Release of a teacher to coordinate the Mighty Burra team and Youth Express programs.</p> <p>Staff attendance at the AECG Connecting to Country program.</p> <p>NAIDOC week activities to engage the whole school in cultural activities.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$85 000.00) 	<p>Staff have increased their understanding of Aboriginal and or Torres Strait Islander culture and history through the Connecting to Country program, which has developed their understanding of working with Aboriginal and or Torres Strait families.</p> <p>Tell Them from Me surveys showed an increase from 2018, in students agreeing to the statement 'I feel good about my culture', 76% agreeing with this statement. 78% agreed with the statement 'Teachers understand culture'.</p> <p>In 2020 the school will continue to work with Youth Express to support cultural programs for all our students as well as involvement in the AECG Connecting to Country program.</p>
Low level adjustment for disability	<p>Employment of 2.7 Learning and Support Teachers.</p> <p>Employment of Student Learning Support Officers.</p> <p>Release time for class teachers to collaboratively develop IEPs with Learning Support Teachers and the Learning Support Team Coordinator.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$425 442.00) Socio-economic background (\$53 586.00) 	<p>Teachers developed a greater understanding of IEP development and NCCD, which ensured IEPs were more relevant to individual students through manageable SMART goals. The LST coordinator supported the teacher with making adjustments for students with disabilities.</p> <p>The additional SLSO staff supported students with disabilities who did not receive integration funding, or who had Access Requests submitted..</p>
Quality Teaching, Successful Students (QTSS)	<p>Extra release for Assistant Principals to work with teachers on their stage. This time was used to collaboratively plan, observe lessons and review data to target teaching and learning programs.</p> <p>Releasing the Assistant Principal, Support, 3 days a week as the Learning Support Team Coordinator.</p>	<p>Assistant Principals found the extra time to work with the teachers on their stage to be valuable and essential to provide opportunities for collaboration and support with Performance Development Plan goals.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$126 992.00) • Socio-economic background (\$100 000.00) 	<p>Assistant Principals found the extra time to work with the teachers on their stage to be valuable and essential to provide opportunities for collaboration and support with Performance Development Plan goals.</p>
<p>Socio-economic background</p>	<p>Additional teacher staffing 2.0</p> <p>Deputy Principal Instructional Leader.</p> <p>Additional SLSO hours.</p> <p>Walker Learning: mentor visits and resources.</p> <p>Employment of a Community Liason Officer (1.0).</p> <p>Speech screening and speech intervention program for kindergarten.</p> <p>Release of teachers and SLSO for Little Learners Transition program.</p> <p>Teach the teacher music program in Stage 1 by music teacher to support development of class teachers to integrate music into their weekly programs.</p> <p>Fast ForWord program and Chinese language program for primary students.</p> <p>ICT Coordinator teacher release day and ICT paraprofessional employment.</p> <p>Dylan Williams professional learning and resources.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$1 085 856.00) 	<p>The employment of extra teaching staff ensured smaller class sizes, resulting in more differentiation to meet individual needs and have a better understanding of their needs.</p> <p>Additional SLSO hours provided support for the learning and wellbeing of our students who have additional needs.</p> <p>Walker Learning initiatives resulted in the refinement of teacher practices and creation of quality learning environments to enhance outcomes and student engagement</p> <p>Employment of the Community Liaison Officer has continued to strengthen school and community partnerships, through support networks for families and the engagement of our whole school community in learning.</p> <p>By participating in the speech program, students had the intervention necessary to improve their expressive and receptive language, allowing them to access grade curriculum. Speech screening provided teachers with data to highlight students who needed additional support in the classroom.</p> <p>Feedback from the Little Learners program was positive in the level of support given to students and families transitioning to kindergarten.</p> <p>The music program saw teacher confidence increase with teaching music everyday.</p>
<p>Support for beginning teachers</p>	<p>Professional Learning in line with teachers PDPs for course costs.</p> <p>Casual teaching days</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$10 000.00) 	<p>All beginning teachers worked towards their goals on PDPs and achieved these.</p> <p>Beginning teachers found the extra time to work with supervisors and mentors on programming, assessment and reporting to be very valuable.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	359	344	344	316
Girls	295	312	324	317

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.6	93.6	93.4	92.6
1	91.8	93.4	92.5	91.4
2	92.4	91.5	92.2	90.6
3	90.4	92.5	90.9	90.5
4	91.2	91.2	90.6	89.2
5	90.5	90.2	89.6	88.5
6	92.5	90.8	89.1	89.2
All Years	91.8	91.8	91.1	90.2
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

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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	26.68
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	7.06

*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	291,700
Revenue	8,069,445
Appropriation	7,912,181
Sale of Goods and Services	4,406
Grants and contributions	151,485
Investment income	1,373
Expenses	-7,217,009
Employee related	-6,657,169
Operating expenses	-559,840
Surplus / deficit for the year	852,436

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.

Part of this surplus is beginning teacher funds that will be reconciled by the DoE.

The majority of the surplus has been allocated to the redevelopment of the school playground in 2020, to include more equipment for all students, play based learning centres, sensory areas and grounds maintenance. This will be done in consultation with the Student Representative Council, staff and community.

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	956,073
Equity Total	1,589,877
Equity - Aboriginal	147,458
Equity - Socio-economic	970,685
Equity - Language	1,955
Equity - Disability	469,780
Base Total	4,231,870
Base - Per Capita	161,581
Base - Location	0
Base - Other	4,070,289
Other Total	830,820
Grand Total	7,608,640

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Kurri Kurri Public School solicits responses through Tell them From Me surveys, informal feedback and surveys, Facebook comments and the school self evaluation.

Points of interest from Student responses

School Self Evaluation data showed:

- * Most students identified areas that they wanted to improve and could give specific examples of how to do this.
- * The majority of students agreed that they have improved at school this year.
- * Students identified that are proud to represent the school and are proud of themselves as students at Kurri Kurri Public School.
- * Students identified programs that involved hands on learning and problem solving as programs they enjoyed the most at school.

Tell Them From Me data showed:

- * Students value schooling outcomes: 94% (State Norm = 96%)
- * Students try hard to succeed in their learning: 89% (State Norm = 88%)
- * 53% of students had scores that placed them in the desirable quadrant with high skills and high challenge in literacy and numeracy. (State Norm = 53%)
- * 56% of students agreed that they could expect to University when they finish high school.

Points of interest from Parent responses

- * The change to the online platform 'Caremonkey' was well received by 90% of parents downloading the app and feedback stating that it was more convenient using online permissions than paper notes.
- * Facebook was noted as one of the most popular forms of communication with 1,545 people following the page. Parents requested more posts showing more students learning in the classroom and not just photos of events.
- * Parent involvement at informal events such as Mother's and Father's Day breakfasts, Grandparents Day and Whole School assemblies has seen an increase in community attendance, however this is not evident in formal activities such as 3 Way Conferences. Parents request more school events to attend.
- * Parents would prefer more notice for school events so they can arrange time off work and select events that they will attend throughout the year.
- * Little Learner feedback stated that parents would like to have the program be more flexible with days that it is held to allow more children to attend with their parents.

Points of interest from teacher responses

School Self Evaluation data showed:

- * Teachers valued the importance of daily checks ins with all students and understand the importance of forming a positive rapport with all students in the school.
- * Teachers use a range of communication processes to inform parents of their child's learning and wellbeing.
- * The Berry Street Education model was consistently referred to in the responses in relation to wellbeing professional learning that has been implemented in classrooms and had the most impact on student wellbeing and behaviour.
- * Teachers valued the time spent on professional learning and the majority had implemented more than one aspect into their 2019 teaching and learning programs with data showing positive impacts on student outcomes.

Teacher results from the Tell Them from Me survey (based on a 10 point scale) showed:

- * Leadership: 6.9 (State Norm = 7.1)
- * Collaboration: 8.1 (State Norm = 7.8)
- * Learning Culture: 7.6 (State Norm = 8.0)
- * Data Informs Practice: 7.3 (State Norm = 7.8)
- * Teaching Strategies: 7.6 (State Norm = 7.9)
- * Technology: 5.4 (State Norm = 6.7)
- * Inclusive School: 8.0 (State Norm = 8.2)
- * Parent Involvement: 7.2 (State Norm = 6.8)

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.

The school has strong links with the local AECG and has a dedicated Aboriginal Education Team supporting staff to improve the learning outcomes of Aboriginal and or Torres Strait Islander students as well as positively promoting Aboriginal and or Torres Strait Islander culture throughout the school. The school has four staff who proudly identify as Aboriginal and or Torres Strait Islanders.

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.

The school has two staff who are trained as Anti–Racism Contact Officers.

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.

Units of work embed multicultural education across all Key Learning Areas.