

2020 Annual Report

Kurmond Public School



2340

Introduction

The Annual Report for 2020 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.

School contact details

Kurmond Public School
494 Bells Line of Road
Kurmond, 2757
www.kurmond-p.schools.nsw.edu.au
kurmond-p.school@det.nsw.edu.au
4573 1648

Message from the principal

2020, a year like no other and one that we will remember for a long time to come. I'm not going to dwell on the things we haven't been able to do but rather the positives that have emerged.

Although many events had to be postponed or adjusted this year, we've still been able to provide extra-curricular groups such as dance, rock band, public speaking and debating and even celebrate our centenary.

With the most recent opportunities the sporting events of the Cross Country and athletics carnival along with the basketball gala day and even a Brewongle outdoor day for Year 6. A reduction of interruptions has allowed more time in class for learning and of course this is our priority at every opportunity.

Our students have displayed resilience in just getting on with things even though we couldn't say business as usual, it was just business a little different!

I am so proud of our students who have been happy and cooperative each time we had to introduce new restrictions and taken on the new normal in their stride. This is resilience and determination at its very best!

The resilience and collaboration has been phenomenal and that is because of the great support from our parent community. Your support has made the challenges easier with the catch cry "we are all in this together"!

Our teachers had to learn new skills to deliver remote learning and made it a priority to engage with our students and parents to ensure they knew that we were here for them and Google classroom became a household name.

We all became experts at Zoom even with our P&C meetings and on that note, I would like to sincerely thank our parent community for their ongoing support and cooperation throughout the year and for supporting our students to be at school and make the most of every minute of learning. I would also like to thank our parent community for respecting the changes put into place to keep our school community safe. Thank you to the P&C for working with us to re-open the canteen, adjust to the uniform shop changes and maintaining communication at our monthly meetings.

As for our amazing staff, together we have had to help each other get through some challenges this year. I sincerely thank you for your efforts, dedication and passion for teaching. Thank you for all you have done this year for our students and for always doing it with a smile.

Thank you for the unwavering support from our office staff Mrs Ropa and Mrs Courtelis and the Learning support officers, Mrs Lilley, Mrs Kilkerly and Mrs Ritchie. Our students and teachers couldn't do it without you.

Thank you to Mrs Palmer and Miss Foster who work tirelessly as part of our small leadership team to support the delivery of quality education in all classrooms and for the implementation of our school's strategic directions. Your professionalism and dedication to your role is absolutely astonishing. I definitely could not do it without you.

This year we have farewelled two long standing staff members Mrs Jan Coulter and Mrs Sue Fava. Between them they touched the lives of many students and spent over 60 years at Kurmond. Although we couldn't have our usual farewells with parents and visitors for them, I am certain they will always have special memories of Kurmond's amazing students, parents and staff.

At the end of this term, we will farewell Mrs Chia who has been at Kurmond since 2012. In that time Mrs Chia has been a class teacher, RFF STEM, Library and Learning and assistance teacher as well as relieving assistant principal. I'd like to wish Mrs Chia well as she relocates to the Sutherland Shire.

A very special mention and immense thank you to Mrs Morgan who has continued to make a difference to our school community. Mrs Morgan volunteers many hours at our school at excursions, painting our murals, helping in classrooms, sharing her musical skills with the guitar group and the school's rock band. Mrs Morgan, words cannot adequately express the impact you have on our students' and staff well-being. I greatly appreciate all your efforts and dedication to our school.

To our amazing students, we are extremely proud of your efforts and achievements this year as I'm sure your parents are too as you are truly living the school's motto of 'Success through endeavour'.

Thank you to our school community for allowing me the honour of once again proudly leading our beautiful school in this milestone year of its centenary.

Patricia Beggs

Principal



2020 school leaders



Kindergarten Wattle class receiving their presentation day ceremony awards.



The official Centenary ceremony with our Director Educational Leadership, P&C President and Kurmond's school leaders.

School vision

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.



Kurmond's dynamite debating team!

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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

Students and staff have continued to work towards having students develop learning goals. At this point it is a continuing goal for the school with the disruption to face to face learning in 2020.

Classroom teaching programs are aligned to the school's scope and sequence and Department of Education requirements. The school's scope and sequence has required some adjustments throughout the year as it was the first year of implementation.

The school has continued to reinforce the school's PBL expectations in all settings. with students and with induction of all new staff.

The school's attendance rates have been above the state level. The school's attendance rate in 2020 was 93.2% compared to the DoE's rate of 89%.

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)
All teams worked with their team leaders to plan for cross-curricular learning sequences based on the school's scope and sequence.	Team planning days 6x\$450
Team leaders and mentors performed quality teaching modelled lessons in each class throughout the year. The focus was on English and mathematics in all K - 6 classes.	Quality Teaching sessions 12 x \$450
	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$2700.00)• Quality Teaching, Successful Students (QTSS) (\$4500.00)

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)
During team meetings times, teachers have planned for assessment tasks and developed rubrics for plotting students for reporting purposes. Teachers have met with their stage teams and within the whole school to discuss where there students were at and how this information was to be plotted	Team meetings and planning times.
	Staff meetings for consistency of teacher judgement.

Progress towards achieving improvement measures

within ALAN.

Funding Sources:

- Professional learning (\$1800.00)

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

Evaluation

The challenging situation throughout 2020 led to some students requiring additional support to attend school when invited during the COVID remote learning time and then monitoring their attendance closely when the return to school occurred. This resulted in an increase in administration time in order to communicate effectively with families.

Students were able to benefit from the Smiling Minds program in all classrooms as did the staff at all staff meetings with the increase challenges of the evolving COVID situation from March through to December.

Funds Expended (Resources)

School administration staff to assist teaching staff with follow up of absences. 1/2 day / week dispersed throughout the week.

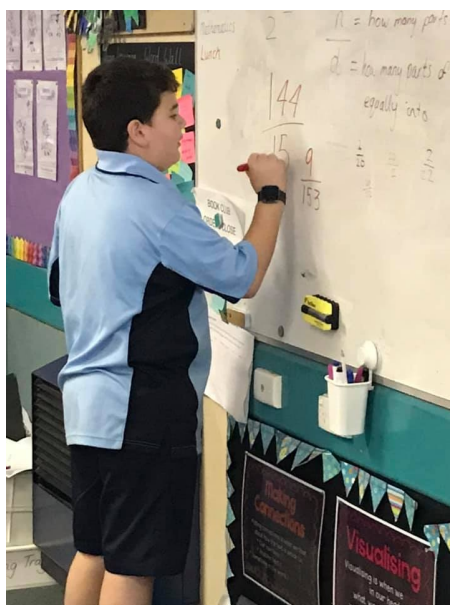
Release for teachers to attend Smiling Minds PL and for modelled lessons in all classrooms.

Funding Sources:

- Principal support (\$6000.00)
- Professional learning (\$900.00)
- Quality Teaching, Successful Students (QTSS) (\$1800.00)

Next Steps

As a school we will need to continue to work and plan for learning and assessment for our students. This will be a focus for 2021 as we continue to work towards a deeper understanding of ALAN and the collection, monitoring and entering of data.



Stage 2 learning walks

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

All teachers have taken part in the Visible Learning professional development sessions and leaders have taken part in the Leadership sessions with Corwin looking at implementing learning intentions and success criteria in all classrooms. Mentors and Assistant Principals have supported teachers and students in classrooms with the implementation of learning intentions and success criteria during QTSS sessions.

The school has continued to connect with the Colo learning community to share resources and students' needs. Kurmond's learning alliances have continued to grow with individual schools within the Colo learning community and also wider with Windsor South and Wilberforce PS.

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 delivery of the lesson sequences was disturbed by the challenges with remote learning and the changes in staffing. Demonstration lessons had to be delivered to new teachers starting at the school who hadn't previously received support.	Quality teaching demonstration lessons. Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$4500.00)

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)
Inter-school visits were not permitted throughout 2020 due to Covid restrictions and the remainder of the lesson observations and exchanges couldn't occur with other faculties at the high school.	QTSS funding for the observation Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$225.00)

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

Evaluation	Funds Expended (Resources)
------------	----------------------------

Progress towards achieving improvement measures

Teachers were able to include Solo Taxonomy into their team planning days and guided by their team leaders. Due to the disruption with learning caused by Covid some teachers weren't able to continue with teaching for the remainder of the year leading to new staff beginning and therefore, requiring to be trained in Visible Learning.

Visible learning conference costs for teachers and Evidence into Action conference costs and casual relief.

\$900(relief) + \$200(catering) + \$2450(conference cost) + \$900(Leadership day conference costs)

Funding Sources:

Next Steps

Although the professional learning for teachers occurred the changes to staffing made it a challenge to have all staff trained as planned. This will continue to be a focus in 2021 so that all teachers will be trained in Visible Learning principles such as learning intentions, success criteria and feedback. Opportunities for alliances with other schools especially to share our expert teachers' skills will be a focus for Kurmond in 2021.



Stage 2 outdoor learning

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

The emphasis had to shift to individual assessment of students with the disruption caused by COVID to assess student specific needs and then support of teachers to plan and deliver targeted learning plans for all students addressing their needs. Face to face Parent workshops were placed on hold however, Zoom sessions of P&C meetings continued throughout the year, on going phone calls and engagement with Class Dojo and Facebook were at an all time high. Assemblies were live streamed and concert items were held with links provided to families.

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)
Students have been supported with the implementation of their individual learning plans. Attendance has continued to be higher than the state average despite the COVID disruption to learning. The intervention by the LaS Teacher has been constant throughout the year concentrating on Years 1 - 3. These were the grades most in need of support in 2020. The SLSO were timetabled in all classrooms for intensive support from Term 2 onwards and in particular after the return to school in order to address learning gaps identified from assessments upon students' return to school.	<p>The LaS Teacher allocation has been increased from 0.5 to 0.6 and SLSO timetables have been targeting all classrooms from 9.10 - 1.10 to maximise learning support. The SAO position has been increased from 0.6 to a 5 day / week position to support teachers with administrative roles.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Principal support funds (\$5960.00)• Low level adjustment for disability (\$54692.00)• Low level adjustment for disability (\$16145.00)• Socio-economic background (\$27545.00)• Integration funding support (\$10000.00)• English language proficiency (\$3338.00)

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 students were assessed on reading and number skills upon their return to	QTSS timetabling of executive

Progress towards achieving improvement measures

school. The one on one assessments allowed teachers to identify specific individual needs and then plan for their learning in Term 3.

teachers and mentors 1 day x week for Term 2.

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$4500.00)

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

Evaluation	Funds Expended (Resources)
Face to face workshops will be a focus for 2021.	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$700.00)

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)
Change in staff throughout the year with vulnerable staff retiring or taking extended leave meant that some of the professional learning already completed previously needed to be readdressed. Two staff members retired and three staff members couldn't continue due to the uncertainty of COVID.	Weekly quality teaching strong start (QTSS) sessions Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$13043.00)

Next Steps

Moving forward we will continue with the Visible Learning professional learning sessions which will be in the 3rd year in 2021. The Smiling Minds focus will continue and the school will once again express an interest in the QTR project. The school will also look to access the Primary Mathematics Strategy Teaching Initiative learning which will be on offer. This was what the school applied for in 2020 for all our K-6 class teachers. The professional learning will be accessed for class teachers and self funded by the school.



Outdoor mathematics learning

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>3 x Teacher release days with a session for each teacher for planning</p> <p>SLSO time to support each student to achieve learning goals.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$9 995.00) 	Students have been supported to work towards their negotiated planned goals.
English language proficiency	<p>SLSO support in classrooms for identified students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$3 338.00) 	SLSO have supported teachers to deliver learning programs in classrooms of identified students.
Low level adjustment for disability	<p>Learning and Support Teacher 0.5</p> <p>School Learning and Support Officers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$54 692.00) • Low level adjustment for disability (\$16 145.00) 	Students have been supported in their individual literacy and numeracy learning with an expert Learning and Assistance Teacher and School Learning and Support Officers in all classrooms.
Quality Teaching, Successful Students (QTSS)	<p>Expert teachers, mentors and members of the leadership team have delivered quality teaching strong start (QTSS) sessions in all classrooms.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$28 768.00) 	All teachers have been supported to plan, deliver and assess for quality teaching and learning.
Socio-economic background	<p>SLSO timetabled in all classrooms during literacy and numeracy sessions.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$27 545.00) 	Students have been supported in their individual literacy and numeracy learning with School Learning and Support Officers in all classrooms.



Quality mathematics learning

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	80	74	78	78
Girls	98	87	78	77

The school's enrolments are in keeping with the Department of Education's Enrolment policy. The school does not accept any out of area enrolments due to being over the enrolment cap.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96	96.5	94.1	96
1	96.3	96.3	94.9	94.2
2	93.8	92.8	95.2	96.5
3	95.7	94	95.9	94.7
4	94.7	93.4	96.5	94.1
5	94.3	92.1	95.5	94.5
6	93.7	93.7	94.8	94
All Years	94.8	94.1	95.4	94.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Students maintained a high rate of attendance throughout invited days for families and engagement with learning during remote learning times. This was evidenced by students turning in work through Google Classroom and the ongoing feedback and communication with families on Class Dojo, Zoom and phone.

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.



Think Blast Team planting around the school



Making beaded bracelets helping Kindergarten to count



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.82
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

A focus on staff well-being throughout the year has been necessary. Teachers have had to equip themselves with new learning and delivering lessons in a variety of online methods. Teachers had to be flexible in their approach while engaging students while maintaining their own well being. Staff camaraderie was high with staff working well together to

achieve common goals and ensure student learning and progress was always at the forefront.



Some characters in the book character parade 2020



The 'Be kind' mural is painted by the school chaplain and K-2 students



The staff have a little fun as Harry Potter characters

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	132,962
Revenue	1,780,546
Appropriation	1,723,506
Sale of Goods and Services	8,077
Grants and contributions	48,853
Investment income	110
Expenses	-1,789,376
Employee related	-1,582,010
Operating expenses	-207,366
Surplus / deficit for the year	-8,830
Closing Balance	124,131

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.

The amount carried over in 2020 has been earmarked to fund the additional class in 2021. This will allow the formation of the 7th class and still maintain the structure of one Kindergarten class and two for Stages 1, 2 and 3. The savings have been the result of decreased teacher absences and face to face professional development sessions which required teacher relief.



Return to school happiness!

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	37,683
Equity Total	111,715
Equity - Aboriginal	9,995
Equity - Socio-economic	27,545
Equity - Language	3,338
Equity - Disability	70,837
Base Total	1,302,108
Base - Per Capita	37,519
Base - Location	1,724
Base - Other	1,262,865
Other Total	93,919
Grand Total	1,545,425

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.



K-2 sport day

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Collaborative learning



Transition to high school learning session



Stage 3 students

Parent/caregiver, student, teacher satisfaction

In 2020 the school took part in the Tell Them From Me student, staff and parent surveys.

The Tell Them From Me Parent survey 'Partners in Learning' is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

Snapshots attached from the parent survey include seven separate measures, which were scored on a 10 point scale. School Mean results for each area were higher than the NSW Government Primary Schools Norm. These areas include: parents feel welcome, parents are informed, parents support learning at home, school supports learning, school supports positive behaviour, safety at school and inclusive school.

The parent survey regarding Class Dojo communication, indicated:

- 96% of parents stated Class Dojo posts provide them with information about the learning that occurs in class.
- 95% of parents stated Class Dojo posts provide them with information regarding school events, notifications, news.
- 93% of parents stated Class Dojo posts contain photos of their child / children taking part in learning activities.

The Tell Them From Me Teacher Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important impact on student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The second paradigm, is based on the effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance.

It is clear from the teacher survey that there is a clear sense of collaboration, learning culture and support from the leadership team for teachers. There is a strong emphasis on the use of data to inform practice and effective teaching strategies are at the heart of all that we do at Kurmond Public School. This can be evidenced by the snapshots of the survey results attached highlighting the School Mean as compared to the NSW Government Norm with each area being significantly higher for each of the eight drivers of student learning.

The Tell Them From Me student survey data collected indicated:

- 83% of students indicated they had positive relationships with peers.
- 96% of students value schooling outcomes.
- Sense of belonging has somewhat fluctuated from 81% in 2017 to 76% in 2020.
- 87% of students indicated they had positive behaviour at school.
- 91% of students indicated they tried hard to succeed in their learning.

The school's mean results are higher than the NSW Government Norm for drivers of student outcomes, such as:

- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- Students understand there are clear rules and expectations for classroom behaviour.
- School staff emphasise academic skills and hold high expectations for all students to succeed.

Snapshots of students' survey results are included in this section.

Two-way Communication with Parents

Parents feel welcome	
School Mean (NSW Govt Norm)	8.3 (7.4)
I feel welcome when I visit the school.	8.2
I can easily speak with my child's teachers.	8.1
I am well informed about school activities.	8.3
Teachers listen to concerns I have.	8.1
I can easily speak with the school principal.	8.6
Written information from the school is in clear, plain language.	9.2
Parent activities are scheduled at times when I can attend.	7.1
The school's administrative staff are helpful when I have a question or problem.	9.1

Two-way Communication with Parents

Parents are informed	
School Mean (NSW Govt Norm)	7.4 (6.6)
Reports on my child's progress are written in terms I understand.	8.3
If there were concerns with my child's behaviour at school, the teachers would inform me immediately.	7.5
I am informed about my child's behaviour at school, whether positive or negative.	7.7
The teachers would inform me if my child were not making adequate progress in school subjects.	7.1
I am well informed about my child's progress in school subjects.	7.4
I am informed about opportunities concerning my child's future.	6.6
I am informed about my child's social and emotional development.	7.3

Parents Support Learning at Home

Parents support learning at home	
School Mean (NSW Govt Norm)	6.8 (6.3)
Does someone in your family do each of the following?	
Discuss how well your child is doing in his or her classes.	5.9
Talk about how important schoolwork is.	5.4
Ask about any challenges your child might have at school.	6.1
Encourage your child to do well at school.	8.6
Praise your child for doing well at school.	8.1
Talk with your child about feelings towards other children at school.	7.0
Take an interest in your child's school assignments.	6.2

School Supports Learning

School supports learning	
School Mean (NSW Govt Norm)	7.6 (7.3)
Teachers have high expectations for my child to succeed.	7.4
Teachers show an interest in my child's learning.	8.2
My child is encouraged to do his or her best work.	8.0
Teachers take account of my child's needs, abilities, and interests.	7.5
Teachers expect homework to be done on time.	6.7
Teachers expect my child to work hard.	7.7

Tell Them From Me Parent survey snapshot

School Supports Learning

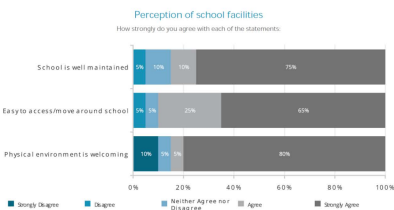
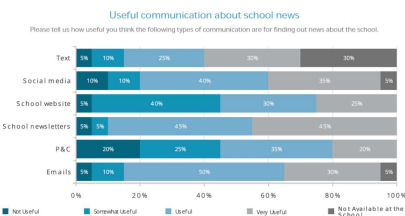
School supports positive behaviour	
School Mean (NSW Govt Norm)	8.2 (7.7)
Teachers expect my child to pay attention in class.	8.1
Teachers maintain control of their classes.	8.2
My child is clear about the rules for school behaviour.	8.8
Teachers devote their time to extra-curricular activities.	7.7

School Supports Child's Behaviour

Safety at school	
School Mean (NSW Govt Norm)	7.7 (7.4)
Behaviour issues are dealt with in a timely manner.	7.1
My child feels safe at school.	8.0
My child feels safe going to and from school.	8.6
The school helps prevent bullying.	7.1

School Supports Child's Behaviour

Inclusive school	
School Mean (NSW Govt Norm)	7.3 (6.7)
Teachers help students who need extra support.	7.6
School staff create opportunities for students who are learning at a slower pace.	6.8
Teachers try to understand the learning needs of students with special needs.	7.1
School staff take an active role in making sure all students are included in school activities.	7.6
Teachers help students develop positive friendships.	7.5



Tell Them From Me Parent survey snapshot

Eight Drivers of Student Learning		
Leadership		
School Mean (NSW Govt Norm)		9.3 (7.1)
School leaders have helped me establish challenging and visible learning goals for students.	9.2	
School leaders have helped me create new learning opportunities for students.	9.6	
School leaders have provided me with useful feedback about my teaching.	9.2	
School leaders have helped me improve my teaching.	9.6	
School leaders have provided guidance for monitoring student progress.	8.8	
I work with school leaders to create a safe and orderly school environment.	10.0	
School leaders have taken time to observe my teaching.	8.8	
School leaders have supported me during stressful times.	9.6	

Eight Drivers of Student Learning		
Collaboration		
School Mean (NSW Govt Norm)		9.4 (7.8)
I work with other teachers in developing cross-curricular or common learning opportunities.	9.6	
Teachers have given me helpful feedback about my teaching.	9.2	
I talk with other teachers about strategies that increase student engagement.	9.6	
Other teachers have shared their learning goals for students with me.	8.8	
Teachers in our school share their lesson plans and other materials with me.	9.6	
I discuss my assessment strategies with other teachers.	10.0	
I discuss learning problems of particular students with other teachers.	10.0	
I discuss my learning goals with other teachers.	8.3	

Eight Drivers of Student Learning		
Learning Culture		
School Mean (NSW Govt Norm)		8.6 (8.0)
I give students written feedback on their work.	7.1	
I talk with students about the barriers to learning.	8.8	
In most of my classes I discuss the learning goals for the lesson.	8.8	
Students become fully engaged in class activities.	8.3	
I monitor the progress of individual students.	9.6	
I am effective in working with students who have behavioural problems.	8.3	
I set high expectations for student learning.	9.6	
Students find class lessons relevant to their own experiences.	8.8	

Eight Drivers of Student Learning		
Data Informs Practice		
School Mean (NSW Govt Norm)		9.2 (7.8)
My assessments help me understand where students are having difficulty.	10.0	
I use formal assessment tasks to help students set challenging goals.	8.8	
I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.	9.2	
I use formal assessment tasks to discuss with students where common mistakes are made.	9.6	
When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.	9.6	
I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).	7.9	
I use results from formal assessment tasks to inform my lesson planning.	10.0	
I give students feedback on how to improve their performance on formal assessment tasks.	8.3	

Tell Them From Me Teacher survey snapshots

Eight Drivers of Student Learning		
Teaching Strategies		
School Mean (NSW Govt Norm)		8.9 (7.9)
I help students set challenging learning goals.	8.3	
When I present a new concept I try to link it to previously mastered skills and knowledge.	9.6	
Students receive written feedback on their work at least once every week.	8.3	
I can easily identify unproductive learning strategies.	8.3	
My students are very clear about what they are expected to learn.	8.8	
I use two or more teaching strategies in most class periods.	8.3	
Students receive feedback on their work that brings them closer to achieving their goals.	9.6	
I discuss with students ways of seeking help that will increase learning.	9.6	

Eight Drivers of Student Learning		
Technology		
School Mean (NSW Govt Norm)		7.1 (6.7)
Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	7.9	
I use computers or other interactive technology to give students immediate feedback on their learning.	6.2	
Students use computers or other interactive technology to track progress towards their goals.	4.2	
I help students set goals for learning new technological skills.	7.5	
Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.	7.5	
I help students use computers or other interactive technology to undertake research.	7.9	
I help students to overcome personal barriers to using interactive technology.	7.5	
I work with students to identify a challenging learning goal relevant to the use of interactive technology.	7.9	

Eight Drivers of Student Learning		
Inclusive School		
School Mean (NSW Govt Norm)		9.0 (8.2)
I am regularly available to help students with special learning needs.	9.2	
I strive to understand the learning needs of students with special learning needs.	9.2	
I establish clear expectations for classroom behaviour.	9.2	
I help low-performing students plan their assignments.	7.5	
I make sure that students with special learning needs receive meaningful feedback on their work.	8.3	
I make an effort to include students with special learning needs in class activities.	9.2	
I use individual education plans to set goals for students with special learning needs.	9.6	
I create opportunities for success for students who are learning at a slower pace.	9.6	

Eight Drivers of Student Learning		
Parent Involvement		
School Mean (NSW Govt Norm)		7.9 (8.8)
I work with parents to help solve problems interfering with their child's progress.	9.2	
I share students' learning goals with their parents.	7.1	
I use strategies to engage parents in their child's learning.	8.8	
I ask parents to review and comment on students' work.	4.6	
I am in regular contact with the parents of students with special learning needs.	7.9	
Parents understand the expectations for students in my class.	8.8	
I make an effort to involve parents and other community members in creating learning opportunities.	8.8	
Parents are regularly informed about their child's progress.	8.3	

Tell Them From Me Teacher survey snapshots

Four Dimensions of Classroom and School Practices

The questions in the Focus on Learning survey ask teachers to consider whether they present:

1. challenging and visible learning goals for students, and if so, whether they enable students to achieve these learning goals through;
2. planned learning opportunities which involve an intentional transfer of skills and knowledge;
3. quality feedback that guides students' effort and attention; and
4. support for students to overcome obstacles to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

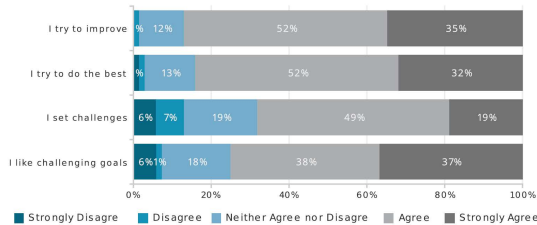
The results for Kurmond Public School are shown in the radar chart below. The scores for each of the Four Dimensions of Classroom and School Practices are scored on a ten-point scale.



Tell Them From Me Teacher survey snapshots

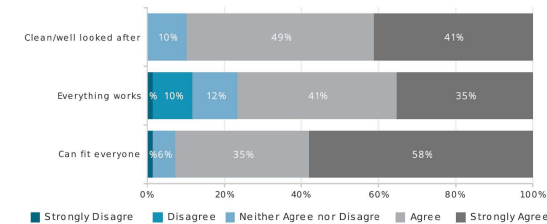
Students with a positive growth orientation

Students set challenging goals for themselves in their schoolwork and aim to do their best.



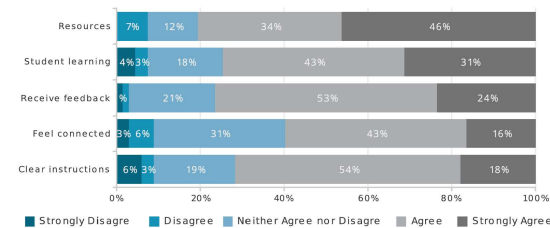
Students classroom

The extent to which students agree that their classroom has the following:

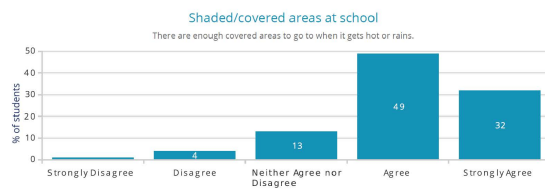
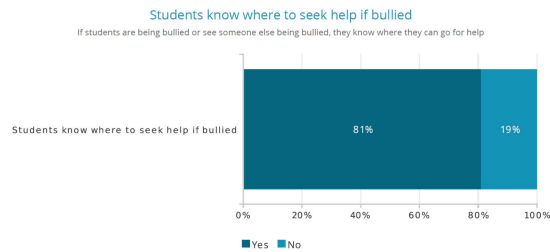
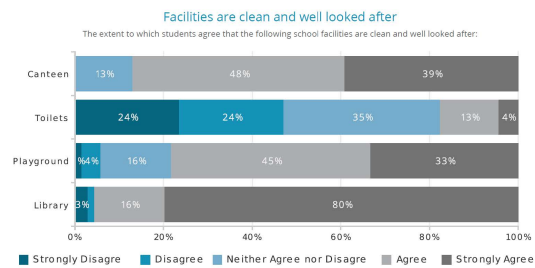


Experiences of learning from home

The extent to which students agree about the quality of their experiences when learning from home.



Student survey snapshots



Student survey snapshots

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.

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.

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.

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 in its third year of operation with Mrs Kylie Morgan being 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. This was especially crucial throughout 2020 with the added challenges of remote learning and COVID restrictions on the school community.

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.



Students enjoying time before school with the school chaplain



Guitar group



Mrs Morgan starting the centenary mural