

2020 Annual Report

Kurnell Public School



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Introduction

The Annual Report for 2020 is provided to the community of Kurnell 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

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School vision

At Kurnell PS we are committed to providing a safe, nurturing and dynamic learning environment. We have high expectations and empower our students to achieve their personal best. We are in partnership with a committed community to prepare all students to become good citizens and lifelong learners. Dedicated and passionate staff work together and participate in continued professional learning to focus on improving student outcomes. Our quality teaching and learning programs will enable students to become successful 21st century learners.

School context

Kurnell Public School is the centre of a unique community situated on the Kurnell peninsula of Botany Bay. It is bordered on three sides by water with its closest suburb being 8 kilometres away. Our school has approx. 200 students with diverse learning needs from a variety of backgrounds. The school population is steady and enrolments have seen the school grow from 8 to 9 classes in 2013 and this has been maintained. However in 2018 the school formed 8 classes being a few students short of the required enrolments. We have an experienced staff with a strong ethos of collaboration and willingness to accept change and embrace new challenges. Our learning programs are enhanced by the use of the local National Park and beaches. We collaborate with our locals Community of Schools 'By the Sea' to focus on identified similar areas for improvement. These include Bundeena PS, Cronulla South PS, Woollooware PS and Cronulla HS. Strong links have been developed with Caringbah Baptist Church (CBC) through the Kids Hope program. The school has developed strong community support and values its ties with local and nearby industry. Most students live within comfortable walking distance of the school. It is a small caring community, very much like a village. Parents and community feel a shared responsibility in the caring and education of all students. The socio economic makeup of the community ranges from low to middle class. We have a small but dedicated P&C who are very supportive of the programs and initiatives focussed on improving student outcomes and continued school improvement. School social and sporting activities are valued by most of the families. The population is, however, changing and more families are being encouraged to value academic programs and results.



We love learning at KPS!

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

Strategic Direction 1

Explicit Teaching for Excellence

Purpose

To improve practice, a whole school approach will ensure the most effective, explicit and evidence based teaching methods are optimised and learning progress occurs for all students.

If productive pedagogy is to exist it must be accompanied by a thorough knowledge of the curriculum and expectations for each stage.

If success is to be achieved, collegial practice, a thorough awareness of the teaching standards and responsibility for all must exist.

Improvement Measures

PDP/ teacher observations and reflection show increasing improvement in practice.

Teacher surveys show collegial collaborative practice & data use is increasingly, successfully embedded to enhance learning.

Increased proportion of students in top two bands for literacy and numeracy in NAPLAN.

Increased proportion of students demonstrating individual growth in external and internal measures.

Overall summary of progress

Observations and programs show improved and consistent teacher practice responds to the specific learning needs of all students.

Classroom programs and environments show visible learning strategies enhance learning.

A school formative assessment plan is embedded in school culture and regularly used to inform practice.

Collegial, collaborative practice is embedded in the culture of our school. .

Progress towards achieving improvement measures

Process 1: Collaboration Project - Collective efficacy will be developed through staff working collegially to plan and program in response to data in regular cycles. Collaboration meetings will provide opportunities for reflection on formative assessment and monitoring of progress for success.

Evaluation	Funds Expended (Resources)
Teacher surveys show collegial practice & data use to inform teaching is increasingly embedded to enhance learning. This is evidenced through our work in Teaching Sprints and our collaboration meeting minutes. Teaching and learning programs reflect adjustments and differentiation as a result of assessment and data analysis.	

Process 2: Explicit teaching - All lessons are systematically planned as part of a coherent program that has been collaboratively designed. This will be facilitated through collaboration meetings. A whole school approach based on visible learning will ensure the most effective teaching practice. QTSS will provide funding for an instructional leader/mentor.

Evaluation	Funds Expended (Resources)
Research informed quality teaching practices are evident in all programs K-6. Lessons in spelling and writing show the use of learning intentions, success criteria and other visible learning strategies. Explicit teaching of skills and strategies K-6 in spelling and writing are demonstrated through Lesson	Teacher release for lesson observations and demonstration lessons was built in using an above establishment staff member and due

Progress towards achieving improvement measures

walks and observations. Research and refining of teaching strategies and practice is embedded in our professional learning culture.

to COVID.

Next Steps

Further work on research based professional learning to up-skill staff on the most effective strategies in numeracy and ensure explicit teaching and a consistent whole school approach in both literacy and numeracy has been identified. Data revealed the need for more explicit teaching of comprehension skills to improve student learning outcomes in reading and numeracy.

Teachers will observe each others teaching practice and analyse strengths and areas for improvement. Through the Teaching Sprints process staff will articulate how changes in practice impact student outcomes.

In order to develop a culture of high expectations and optimize learning progress for all students, teaching strategies from the Highly Potential and Gifted Education policy and the Disability and Inclusion policy will be embedded in teaching practice. This together with regular reviews and modification of student personalized learning goals will ensure maximum student growth and attainment in literacy and numeracy.



Kindergarten sharing wonderful writing.

Strategic Direction 2

Evidence into Action

Purpose

To ensure students have a clear understanding of how to improve they need regular ongoing feedback on their learning progress to determine future directions for their learning. Student assessment data needs to be regularly used school wide to identify student achievement and progress in order to reflect on teaching effectiveness and inform future teaching and learning and school directions.

The leadership team needs to maintain a focus on instructional leadership to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes measurable learning progress.

Improvement Measures

Increased proportion of students who experience success through understanding feedback and meeting individual learning goals and success criteria.

Teacher programs show positive change in practice reflecting Visible Learning strategies.

All teachers understand effect size and increasingly use data to inform teaching and learning and track student growth.

Whole school growth and individual growth/value added is increasing in both internal and external measures ie PLAN 2 and NAPLAN.

Overall summary of progress

Increased percentage of students achieve targets through reflection on their feedback and progress to determine their future learning goals.

Classroom programs, lessons and environments show how visible learning strategies are used to enhance learning.

Student profiles /IEPS are composed based on data analysis provide differentiated learning experiences

Teachers track and monitor student progress to inform teaching and learning.

Progress towards achieving improvement measures

Process 1: Feedback - Student feedback is elicited by teachers and informs their teaching. All staff will effectively communicate student progress to colleagues, students and parents via a variety of strategies and evidence eg utilizing technology to support and enhance communication and collaboration.

Evaluation	Funds Expended (Resources)
<p>Programs and lesson observations show positive change in practice and consistent formative assessment and feedback strategies. Online learning during COVID provided the platform and opportunity for consistent and valuable feedback between teachers, students and parents. This was achieved through SeeSaw and Google classroom via sharing of work samples and verbal and written communication.</p> <p>Teachers continued this level of feedback and communication once back at school via established communication tools.</p>	<p>Teacher release for lesson observations and demonstration lessons was built in using an above establishment staff member and due to COVID.</p>

Process 2: Data Skills and Use - Ongoing professional development provided on the purpose of assessment & data collection, visible learning based on the work of Hattie and Fullan. Shared exploration and discussion of data takes place through regular collaboration and staff meetings. Evidence based practice directs future learning.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

There are practices embedded in K-6 for assessment and data collection. Teachers have a deeper understanding of the purpose of assessment and data collection. Moving forward additional work in data analysis will further inform planning, identify interventions and modify teaching practice.

Next Steps

Meaningful data will be routinely and systematically collected. Teachers will effectively analyse student data to identify learning needs and to directly inform teaching and learning. Staff will collaborate to give effective and constructive feedback based on evidence and data. Through monitoring and reflecting on progress, then a culture of high expectations will be developed so that all students are motivated and challenged in order to achieve personal best.

Through the implementation of ' Essential Assessments in Numeracy' 2021 , using formative and summative assessment, we will track student growth K-6 to ensure a years growth for a years learning.



Students refer to learning intentions and success criteria when learning.

Strategic Direction 3

Expecting the Best

Purpose

In schools that excel there is culture of high expectations and community engagement. Students, staff & community need to understand the importance of setting high expectations for learning. The whole school community needs to value aspirational expectations of learning progress and achievements for all students and be committed to the pursuit of excellence.

Effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve.

Distributed leadership ensure opportunities to develop leadership skills and generate these in all staff.

Improvement Measures

Increased parent feedback shows greater understanding about student learning.

Increased level of visible leadership and sharing of expertise for all staff as evidenced by an increased number of successful targeted quality programs

Overall summary of progress

Parents surveys and observation show understanding of their child's progress and they give valuable feedback on their child's learning.

Staff leadership, in a specific area of learning data shows programs and initiatives are driven in line with our school strategic directions.

Progress towards achieving improvement measures

Process 1: Growing Community expectations- Parents will be connected with their child's learning through class based initiatives.

Parents will attend workshops to build knowledge and understanding around learning. This will equip them to have a deeper understanding of their child's learning and become more active participants in giving feedback on their child's learning.

Evaluation	Funds Expended (Resources)
Teachers directly and regularly engage with students and parents to improve understanding of student learning and strengthen student outcomes. Teachers provide students with the scaffolding and opportunity to reflect on their progress towards their learning goals and where to next. Reporting to parents has been enhanced in response to feedback received and the opportunities to engage with parents during remote learning.	

Process 2: Leadership in all - Staff with areas of expertise will be given the opportunity to lead others for whole school improvement.

Staff will be supported in their professional growth as leaders through exploring various aspects of visible learning.

Staff understand their role as active participants in driving whole school improvement through our strategic directions.

Evaluation	Funds Expended (Resources)
PDP reflections and evidence of impact. This year provided the opportunity	

Progress towards achieving improvement measures

for many staff to step up and lead various projects , including remote learning. Staff with areas of expertise in technology used this opportunity to lead others and build capacity and improve IT skills of all staff. This was a steep learning curve for many but the impact on student outcomes and parent engagement was immense. Staff confidence grew and appreciation of colleague's skills also increased through various leadership roles

Next Steps

Using a variety of self assessment tools to evaluate wellbeing highlighted a need to focus on, supporting the PLP process to ensure authentic consultation and more regular communication with parents in the development and adjustment of ILPs and PLPs.

Learning Support data , and classroom observations revealed the need to improve student focus and engagement in learning. Teachers will implement the Smiling Minds program K-6 to enhance student wellbeing, build student's capacity to become more self aware and focus, opening the neurological pathways of the brain.

The leadership and Learning Support Teams used data to evaluate the effectiveness of support processes. A new approach will be implemented to redefine learning support staff roles and reassess student target groups to optimise student growth.



Staff collaborate to share expertise.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Employ SLSO for in class student support \$5 542. Funding for Aboriginal students to attend special cultural events and excursions - Funded by the school Funding Sources: • Aboriginal background loading (\$5 542.00)	Aboriginal Students achieve expected or beyond expected movement along learning continuum.
English language proficiency	Employ SLSO to support EAL/D students in class Funding Sources: • English language proficiency (\$6 499.00)	EAL/D students achieve expected or beyond expected movement along learning continuum.
Low level adjustment for disability	Employment of LaST - 0.6 LST coordinator - 0.2 Employment of SLSO 2 days - \$1055 x2 = \$2110 - Professional Learning MacqLit kit = \$1720 Funding Sources: • Low level adjustment for disability (\$85 202.00)	Analysis of data shows targeted students improvement and progress towards achieving expected learning outcomes in ILPs. Explicit teaching and differentiated teaching & learning strategies are evident in planning, programing , and lesson observations.
Quality Teaching, Successful Students (QTSS)	Instructional Leader 2 days Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$35 222.00)	Analyse and measure impact of instructional leader on teacher practice and student outcomes.
Socio-economic background	LaST teacher SLSO Funding Sources: • Socio-economic background (\$35 036.00)	Student data analysed to measure impact on student learning outcomes.



A beautiful Aboriginal dancer.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	105	101	104	106
Girls	98	96	92	100

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.6	94.8	94.9	94.3
1	96	92.4	93.3	94
2	96.1	93.9	92.4	93
3	95.2	95.4	93.8	93.7
4	93.5	94.2	93.6	95.1
5	95	93.2	92.8	92.6
6	93.9	93.9	93.1	92.6
All Years	94.6	93.9	93.3	93.6
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.

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.



Riding to school with mum.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.96
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*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.

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	321,237
Revenue	2,047,403
Appropriation	1,930,190
Sale of Goods and Services	22,926
Grants and contributions	93,596
Investment income	691
Expenses	-2,024,503
Employee related	-1,781,773
Operating expenses	-242,730
Surplus / deficit for the year	22,900
Closing Balance	344,137

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.



Green team were given a grant to support their environmental work.

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	14,707
Equity Total	132,279
Equity - Aboriginal	5,542
Equity - Socio-economic	35,036
Equity - Language	6,499
Equity - Disability	85,202
Base Total	1,568,971
Base - Per Capita	47,139
Base - Location	0
Base - Other	1,521,832
Other Total	97,216
Grand Total	1,813,173

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.



Resources to support learning for all students.

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.



Our focus is student learning and wellbeing.

Parent/caregiver, student, teacher satisfaction

Students

94% of students at our school report they have friends at school they can trust and who encourage them to make positive choices, compared to 85% average across NSW.

100% of students value the school and feel it is useful in everyday life and will have a strong bearing on their future. 96% NSW

85% of students felt accepted and valued by their peers and by others at their school compared to 81% in NSW.

99% of our students try hard to succeed in their learning compared to 88% in NSW

Parents

100% of parents surveyed through focus groups K-6 reported they felt welcome at school.

96% of parents surveyed through focus groups K-6 reported they felt teachers and principal were easily accessible

4% felt this was difficult due to COVID

TTFM surveys reflected parents inability to have face to face contact with teachers due to COVID and were inconsistent compared with previous TTFM data.

Teachers

94% of teachers work discuss learning problems of particular students with other teachers compared with 78% across NSW

97% of teachers feel the leadership team support them during stressful times compared to 71% NSW

91% of teachers set high expectations for student learning compared to 80% NSW



Lots of family support , Easter packs and transition packs during remote learning.

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.



Our students love working and playing together.