

# 2020 Annual Report

## Kurrajong North Public School



2344

## Introduction

The Annual Report for 2020 is provided to the community of Kurrajong North 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 Kurrajong North Public School we believe in providing a relevant, evidence-based and comprehensive education in a caring and supportive environment. We strive to build on students' strengths and develop excellence by promoting the intellectual, physical, social, emotional and moral development of our students.

We strive to engage parents in playing a leading role in their child's learning and to support the ethos of the school. We aim to create a strong partnership between home and school, which allows for open communication and invites their participation in teaching and learning and policy making.

Our vision is to provide equitable opportunities for all students to enable them to become engaged and self-driven life-long learners, to value the opinions and beliefs of others, to show respect and to develop the core values which will enable them to be productive, responsible and respectful citizens.

## School context

Kurrajong North Public School is a smaller primary school nestled in an escarpment of the Blue Mountains overlooking the Sydney Basin. Student enrolments have ranged between 82 and 106 over the last five years. At present 6% of our students identify as being Aboriginal and 17% from a non-English speaking background. The Dharug and Kurrajong people, the traditional custodians of the community, have a strong representation and presence in the school.

The school has four full-time teacher positions, a part time teacher who delivers the school's student support program and RFF, as well as one permanent and one part-time administrative position. The school has an active P&C body which works alongside staff to support school initiatives and directions.

The school has a strong focus on academic excellence in literacy and numeracy and offers a comprehensive student support program in these areas based on ongoing assessment. The school offers a comprehensive extra-curricular program utilising the skills of accredited coaches to deliver programs in dance, athletics and gymnastics. Opportunities are also provided to enable students to develop their debating and public speaking skills as well as creative talents.

## 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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Engaged Learners

#### Purpose

Sound foundation skills in literacy and numeracy enable students to learn, adapt and be responsible citizens. Our purpose is to prepare students to be happy, successful confident members of our community with effective skills and capabilities to prepare them for an ever-changing future. Within this we will focus on enabling students to take control of their learning, so they know where they are currently achieving, where they need to be and have the skills to be able to achieve their learning goals.

#### Improvement Measures

- At least 60% of students will show positive growth in NAPLAN results in Reading
- At least 70% of students will show positive growth in NAPLAN results in Numeracy
- At least 60% of students achieve in the top two bands in Reading
- At least 35% of students achieve in the top two bands in Numeracy
- Achieve a 95% yearly attendance rate
- Increased proportion of students articulate learning goals and next steps in learning
- All students K-2 attain 80% mastery of expected skills in phonics

#### Progress towards achieving improvement measures

##### Process 1: Reading

Through a focus on the 5 essential components of reading (phonemic awareness, phonics, vocabulary, fluency and comprehension) develop teaching and learning programs which explicitly teach and track the skills of reading. Teachers use data to differentiate teaching and learning programs to meet the needs of all.

Evaluation	Funds Expended (Resources)
Scope and Sequence documents have been developed and are in place for all of the Big 5 elements of reading in all grades K-6. Staff feedback indicates that teachers have an in-depth knowledge of the Science of Reading and are able to apply this research/knowledge when designing differentiated learning activities during the English block. Student progress has been monitored through school-wide internal assessment and class data and is showing positive growth in reading. Our goal of 80% of students achieving mastery of expected phonics skills in K-2 has been achieved. NAPLAN testing did not occur in 2020, however, we eagerly await 2021 results to assess the effectiveness of our teaching and student progress in reading. Internal data on PAT and Lexile testing show positive growth across the school in reading.	High-Impact Professional Learning - Training 24/7 - \$17 600  Casual Days to support programming, assessment and observation - \$8 000

##### Process 2: Mathematics

Implement a consistent approach to the teaching of mathematics across the school. Develop capacity of students to apply mathematical knowledge.

Evaluation	Funds Expended (Resources)
Teaching and learning programs across the school show evidence that they are adjusted to address group needs, ensuring that all students are challenged and adjustments are being made to support student understanding and progress. NAPLAN assessments were not conducted in 2020, however, internal data demonstrates that there is an improvement in mathematical achievement and understanding across the school. Student progressions have been introduced and staff are continuing to develop knowledge in this area to create more individualised Learning Intentions and Success Criteria and drive student learning outcomes.	Origo teaching resource - \$2 000

**Process 3: Visible learning**

Develop assessment capable learners. Implement learning intentions, success criteria and quality feedback to enable explicit teaching across all Key Learning Areas.

Evaluation	Funds Expended (Resources)
<p>Survey data indicates all staff understand LISC and Learning Dispositions and use these to plan and assess teaching and learning experiences in all grades across the school. Students know about Learning Dispositions and can name them, however, our next steps are to ensure students use this knowledge and apply to all learning experiences and use the metalanguage of LD to describe the learning process. Due to COVID, parent information sessions were not held, this will be a focus in future school planning.</p> <p>Students are able to verbalise where they are, where they need to be and what their next steps are in relation to their own learning. Developing more complex language around learning techniques, in line with that outlined above, will continue to be a focus moving into the future.</p> <p>Formative and summative assessment is evident in classroom teacher programs through program checks and collaboration sessions. This assessment data is utilised to drive teaching and learning programs and create success criteria, specifically in English and Mathematics.</p>	<p>Corwin Visible Learning PL fees - \$6 000</p>

## Strategic Direction 2

### Explicit Teaching

#### Purpose

Students who experience explicit teaching practices make greater learning gains. Our purpose is to support teachers to become facilitators of learning who confidently use a range of teaching strategies to meet the needs of their students. Within this we will focus on a whole school approach to collaborative practices and professional learning, linked closely to the learning needs of all students.

#### Improvement Measures

- PDP process is embedded in our collaborative practices
- increased use of data to inform learning by all teachers
- Increased capacity of staff to articulate the evidence base for their teaching practice

#### Progress towards achieving improvement measures

##### Process 1: Quality Professional Learning

Implement effective systems which enable collaborative practice, professional dialogue with a focus on student learning.

Evaluation	Funds Expended (Resources)
<p>All teacher Performance and Development Plans reflect individual teacher need and include evidence of whole-school improvement in targeted areas. All staff have goals which are aligned to the school plan and address student learning needs within their classes and across the school.</p> <p>Professional Learning sessions are systematically designed and provide opportunities for teachers to collaboratively plan teaching and learning programs and sequences, as well as interrogate assessment data in this design process. Reflection on assessment also allows for teaching staff to identify trends in achievement and target teaching to whole class, group and individual student need.</p>	Professional Learning funding outlined in Strategic Direction 1

##### Process 2: Data Skills and Use / Assessment

Design and implement effective assessment practices which enable the monitoring of student achievement and inform teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>Whole school summative assessment system established and embedded to track student learning over time. Whole school testing week established and occurs in Week 8 of each term. Teachers are provided time in the professional learning schedule to analyse, discuss and collaboratively plan to address identified areas of student need. This has allowed for teaching and learning programs to be adjusted regularly and on an on-going basis. Student progress has been evident in a range of internal assessment measures.</p>	<p>\$1 000 - ACER Assessment subscription</p> <p>\$3 000 - Lexile Reading system</p>

### Strategic Direction 3

Confident, Collaborative Learning Community

#### Purpose

A whole school focus which creates a culture of collaboration will have a direct impact on the learning outcomes for students. Our purpose is to establish a learning community that is focused on continuous improvement, and recognised as excellent because it uses best practice to embed a culture of high expectations and effectively caters for the learning needs of students. Within this we will focus on developing the capacity of teachers and parents to effectively collaborate around student learning.

#### Improvement Measures

- Increased capacity of all stakeholders to engage confidently in 3-way interviews
- Increased engagement of staff in community of schools initiatives to promote effective teaching practice

#### Progress towards achieving improvement measures

##### Process 1: Community of Schools

Building teacher and leadership capacity through collaborative practices within the Community of Schools (Bilpin, Kurrajong East and Kurrajong North Public Schools).

Evaluation	Funds Expended (Resources)
Observation visits and opportunities have been impacted by the COVID-19 epidemic in 2020. Many of these opportunities were planned to take place and for obvious reasons could not occur. These areas will remain a focus in the new school planning cycle in 2021 and beyond.	Nil

##### Process 2: School Community

Supporting the development of parents as partners in their child's learning through developing knowledge and understanding of best practice in Reading and Mathematics instruction.

Evaluation	Funds Expended (Resources)
Parent sessions were cancelled in 2020 due to the pandemic, with focus being maintained on the learning outcomes of students, ensuring continued academic progress. Surveys in previous years indicate an increased knowledge of the methods used to teach students across the school. More work is required to build this knowledge even further so that parents can become true partners with the school to ensure the continued academic progress of all students at the school.	Nil



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$2000 - Erin Wilkins - Aboriginal Culture and History talks</p> <p>\$1000 - Casual Days to support PLP Implementation</p>	<p>Aboriginal Education Consultant Erin Wilkins has been employed to provide culture and history lessons to all students at KNPS. Additionally, casual staff have been employed to release teaching staff to engage with PLP meetings which are conducted at least once every term. Teachers also track assessment data for Aboriginal students to ensure PLP goals are being met and the academic, social and cultural aspirations of students are being supported across the school.</p>
<b>Low level adjustment for disability</b>	\$9302 - Funds expended on staffing (Instructional Leader - as evidenced in Evaluation)	<p>Funds have been used to employ additional staff to support program implementation and professional learning needs of staff are met. An instructional leader works with LST and classroom teachers to ensure that programs are established and implemented to support students in mainstream classes who have additional learning and support needs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.136 Staffing Allocation	<p>QTSS staffing allocation used to create an Instructional Leader role within the school. IL supports the professional learning of staff and establishment of schoolwide scope and sequences, programs and practices. This creates a consistent and effective approach to the teaching and learning of students across the school.</p>
<b>Socio-economic background</b>	\$3453 - funds expended on staffing (as evidenced in Evaluation)	<p>Socio-Economic Background funding used to support the implementation of an Instructional Leader role within the school. IL supports the professional learning of staff and establishment of schoolwide scope and sequences, programs and practices. This creates a consistent and effective approach to the teaching and learning of students across the school and ensures that the learning needs of all students are continually met.</p>
<b>Support for beginning teachers</b>	\$0	<p>No Beginning Teacher funding received in 2020.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	48	48	37	45
Girls	53	56	45	44

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	96	95.8	96.3	95.7
1	95.5	96.4	96.1	97.4
2	96.3	98.2	95.9	97.4
3	95.2	95	95.9	96.7
4	96.6	93.4	95.9	97.1
5	96.1	94.9	94.3	95.6
6	95.5	95.9	95.9	95.5
All Years	95.9	95.7	95.8	96.4
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.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.47
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration and Support Staff	1.51

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	84,539
<b>Revenue</b>	967,310
Appropriation	929,332
Sale of Goods and Services	1,473
Grants and contributions	36,300
Investment income	205
<b>Expenses</b>	-966,876
Employee related	-830,561
Operating expenses	-136,315
<b>Surplus / deficit for the year</b>	433
<b>Closing Balance</b>	84,972

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	34,112
<b>Equity Total</b>	29,183
Equity - Aboriginal	3,048
Equity - Socio-economic	3,453
Equity - Language	2,442
Equity - Disability	20,240
<b>Base Total</b>	815,403
Base - Per Capita	19,721
Base - Location	1,617
Base - Other	794,064
<b>Other Total</b>	37,704
<b>Grand Total</b>	916,402

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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.

## Parent/caregiver, student, teacher satisfaction

In 2020 we interviewed parents and students about student learning at Kurrajong North Public School. When questioned, 94% of parents indicated that their child was happy at school. 83% of parents are satisfied that their child is making progress at school and 97% are happy with their child's teacher. 100% of parents suggest that they are happy with the leadership of the school.

82% of students indicated that they were happy at school and 98% believe that they are making progress in their learning. 88% of students believe that their teacher knows how to help them learn.

From this feedback, supported by progress in key areas of the school plan, it is clear that parents and the student body feel safe and happy at school and are generally confident that progress is being made in student learning outcomes. This is further supported by internal student assessment data. Future directions will include further learning for students around Learning Intentions and Success Criteria and Learning Dispositions to develop student language to describe their next steps in learning. Continued Professional Learning will also be provided to parents to develop a deep understanding of the teaching and learning in English and Mathematics and how to best support student learning in the home environment.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.