

2020 Annual Report

Kurri Kurri Public School



7422

Introduction

The Annual Report for 2020 is provided to the community of Kurri Kurri Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

As 2020 finishes, we also complete the current school plan. Much work has been undertaken during the last months of 2020 and will continue into early 2021 to develop a new Strategic Improvement Plan (SIP). This is an ideal opportunity to reflect on where we are at as a school, and where we should be heading.

Much of this report has been prepared with the assistance of the executive team and staff of Kurri Kurri Public School.

We look forward to the coming year; hopefully without the interruption of a global pandemic disrupting our quality teaching and learning.

Mr. David Crowe - Principal

School vision

Our Vision

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school - **a great place for students to learn and grow with purpose, joy and passion.**

School context

Kurri Kurri Public School has a proud history of providing quality education. It is the centre of the Kurri Kurri community, in the area of the Hunter identified as the Coalfields. In over 110 years of providing Public Education, the school has served generations of families. We are proud to be part of the ongoing lives of the community.

Positive Behaviour for Learning is an important part of the school framework and the mission statement "Learning, Safety and Respect" underpins the philosophy and practices of the school.

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

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

Analysis of NAPLAN data across the years sees variation in trends of overall results for both year levels and subjects. However, the data shows the need to consistent and explicit practices in the area of writing, reading and numeracy.

The 2019 evaluation recommended to develop consistent explicit teaching practices, and providing professional learning activities to support staff to implement evidence based practices across K-6. Wellbeing practices were also recommended to continue, with an emphasis on the consistency of programs across the school and the continuation of current proactive programs including restorative practices and mindfulness education school wide. The evaluation also recommended these practices be developed to support staff and community wellbeing initiatives.

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Quality teaching, outstanding learning

Purpose

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, underpinned by high expectations. Teachers model and share a flexible repertoire of strategies to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic. Promoting confident competent lifelong learning is our goal.

Improvement Measures

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

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

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

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

Overall summary of progress

Due to the significant impact of COVID-19, the validity and reliability of student assessment data can be questionable. What the year did show however, was the commitment of the staff and the school to adapt to new learning environments and demonstrating flexibility and resourcefulness.

Through the External Validation process it has become apparent that there is a need to ensure that school based assessments and teacher judgments are more closely aligned to data gathered through external assessment processes. The work of the Instructional Leaders have helped with the initial stages of this development however deeper understanding of data and how to use this in the teaching and learning cycles requires development.

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy for Literacy and Numeracy

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

Evaluation	Funds Expended (Resources)
<p>Question: Do staff feel confident in planning and delivering open ended mathematical tasks with a clear purpose and links to syllabus outcomes?</p> <p>Are literacy programs developed weekly focusing on quality texts?</p> <p>Data: teacher survey, teacher feedback analysis</p> <p>Analysis: Majority of teaching staff have completed PLAN2 training and are able to incorporate into teaching and learning cycle.</p> <p>Instructional Leaders have been effective in modelling and guiding teacher use of effective literacy strategies across the school.</p> <p>Implications: There remains a need to increase staff knowledge and awareness of data to assist in driving best practice in literacy and numeracy.</p> <p>Balanced mathematics lesson delivery remains an area of focus.</p>	<p>2x Deputy Principal, Instructional Leader</p> <p>Assistant Principal, Instructional Leader</p> <p>Teacher release to complete PLAN2 training</p> <p>Sport in Schools Australia (SiSA) - in-built teacher collaboration time</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Early action for success (\$280000.00)• Professional learning (\$8000.00)• Socio-economic background (\$175000.00)

Progress towards achieving improvement measures

Instructional Leader focus needs to realign from collation and analysis of data to empowering individual staff to collate, interpret and use data.

Process 2: Instructional Leadership

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

Evaluation	Funds Expended (Resources)
<p>Question: Has there been a tangible change in teacher practice through the intervention of the Instructional Leaders across the school?</p> <p>Data: teacher survey, teacher feedback analysis</p> <p>Analysis:</p> <p>The majority of teachers have appreciated the interaction and support provided by the IL team. Initial reluctance has been overcome through targeted, individualised support being delivered.</p> <p>Instructional Leaders have been effective in modelling and guiding teacher use of effective literacy strategies across the school.</p> <p>Implications:</p> <p>Targeted teaching and learning programs are being disrupted by multiple interruptions throughout sessions. There is a need to manage these interruptions to ensure consistency of delivery of quality teaching.</p> <p>Instructional Leader focus needs to realign from collation and analysis of data to empowering individual staff to collate, interpret and use data.</p> <p>There has been a visible change in teacher practice in several 3-6 classrooms which can be directly associated with the intervention support of the Instructional Leader (AP).</p> <p>The use of collaboration time for staff is morphing from extra release time to focused professional learning; this needs to be continued in the future.</p>	<p>Refer above</p>

Process 3: Educational Neuroscience

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

Evaluation	Funds Expended (Resources)
<p>Question: Are students demonstrating greater levels of understanding and engagement through the Walker Learning Program? Is the program being implemented effectively across K-2?</p> <p>Data: Teacher observations; Student work samples; Peer reviews and observations</p> <p>Analysis: Inconsistent implementation of the program due to staff not being able to access training.</p> <p>Questionable positive impact of student development.</p> <p>Implications: From the end of 2020, the Walker Learning Program will be removed from the school curriculum.</p>	<p>Class resources</p> <p>Teacher Professional Learning</p> <p>Professional learning for K-2 staff - Walker Learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$10000.00) • Professional learning (\$25000.00)

Next Steps

With the development of a new Strategic Improvement Plan 2021 - 2024, there is the opportunity to refocus our efforts in regards to teaching and learning. Building the capacity of our middle leaders as experts in pedagogy, as well as increasing the skills and knowledge of all staff to use data are important features as we move forward. By doing this, we should be able to develop greater confidence in developing individual learning pathways for all of our students. From investigations of elements presented through CESE's What Works Best it is evident that we can do more to improve our results by setting high expectations, building upon our collective knowledge, and individualising learning guided by rigorous assessment.

Strategic Direction 2

Strong citizens, strong community

Purpose

To ensure that our school is an enjoyable safe community where everyone has a sense of belonging and where we work together to overcome challenges. Promoting competent, confident, life long learning is our goal..

Improvement Measures

Reduction of incidents leading to suspension by 30%.

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

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

Attendance data indicates 94% of scholars attend school regularly

Overall summary of progress

Again COVID-19 has caused significant impact on this SD in 2020. The investment of resources into enhancing our PBL program will form a solid base from which refreshed staff professional learning will set us on a good footing for the future. Staff feedback at the end of 2020 has seen high recognition for the work being completed in Mindfulness and Smiling Minds, but also a belief that there are too many conflicting priorities which is creating confusion among staff and students. 2021 should see a streamlining of practices.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>Question: How effective has staff training/learning in Well-being practices been implemented across the school?</p> <p>Data: Tracking staff PL; Staff feedback; Changes in programs</p> <p>Analysis: COVID restrictions have had large impact on accessibility of PL for staff.</p> <p>Implications: There is a need to ensure that staff are provided regular in-school and external training in well-being practices to help support students.</p> <p>AECG Connecting to Country program to recommence in 2021 - initial four identified staff to be trained in Term 1, 2021. Additional staff to access training throughout the year.</p>	<p>4-6 staff to participate in Connecting to Country program</p> <p>Smiling Minds delivered across the school</p> <p>0.7 FTE - teacher Well-being</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$5000.00)• Socio-economic background (\$10000.00)• Quality Teaching, Successful Students (QTSS) (\$78482.60)

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

Evaluation	Funds Expended (Resources)
<p>Question: Has the school successfully implemented a common language for PBL, restorative practices and Berry Street models?</p> <p>Data: Parent surveys, student surveys, behaviour data, teacher surveys</p> <p>Analysis: Common language for PBL is not used 3-6. Berry ST TPL did not occur this year. Was on PL schedule for every 3 weeks but didn't go ahead.</p>	<p>Signage for PBL program - whole school</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$22500.00)

Progress towards achieving improvement measures

Restorative Practices - Students were trained but weren't able to carry out RP in the playground due to COVID restrictions. Teachers use RP in classrooms and playground.

Implications: Due to high costs involved with training all staff, Berry street program will not be pursued in 2021, rather focus on PBL and restorative practices. Restorative Practice peer mediators are trained to work on their own stage. New staff to do TPL in Restorative Practice and refresher for the rest of the staff. Consistent use of reflection sheet in reflection room. More TPL on PBL in 2021.

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

Evaluation	Funds Expended (Resources)
<p>Question: Has attendance for whole days and partial absences improved across K-6 for the 2020 school year?</p> <p>Data: Comparison data, cumulative data, student samples</p> <p>Analysis: Definite improvements (especially across Stage 1) where strategies have been put in place to support positive attendance.</p> <p>Implications: Tighten up use of positive attendance strategies and notes home to parents requesting explanations of absences. Use Parent Portal on SENTRAL so that parents can view an overview of their child's attendance - absences, unexplained absences, overall percentage etc.</p>	<p>Deputy Principal - additional role school funded</p> <p>HSLO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$163000.00)

Next Steps

- Improved monitoring and support to families in regards to attendance - solid promotion through social media
- Building greater opportunities for student voice and connection with school
- Focus on making school "fun" and appealing for our students
- Enhancing our culture program for Aboriginal & Torres Strait Islander people

Strategic Direction 3

Connected learning, engaged scholars

Purpose

There is a school-wide promotion of student engagement and responsibility for learning. We embed and connect literacy and numeracy skills as future focused learning experiences create competent, competent life long learners.

Improvement Measures

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

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

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

Overall summary of progress

The evaluation from staff indicate a disjointed implementation of the Walker Learning program and questionable positive impacts upon student achievements. There is again concern among staff that an overcrowded school curriculum is leading to key concepts being missed and poorly aligned syllabus implementation across K-6.

The disruption by COVID-19 has led to improved practices in teachers delivering materials to students in diverse methods which has ensure a degree of continuity of learning.

The disruption has impacted on the ability of the school to deliver programs to promote student voice; however, work in Term 4, 2020 should be beneficial to allow these programs to prosper in 2021.

Progress towards achieving improvement measures

Process 1: Professional learning

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

Evaluation	Funds Expended (Resources)
<p>Question: Has engagement increased during Walker Learning time? Have teachers practice improved with the PL and IL support?</p> <p>Data: Speech data, behaviour data from Sentral, teacher evaluation, program evaluations.</p> <p>Analysis: Walker Learning Program very disjointed and not effectively implemented across K-2. Minimal levels of tangible student growth and engagement due to the program.</p> <p>Evidence from the speech program has been impacted by disruption from COVID-19. Considered judgment from staff reflect that many of the outcome featured in the Walker learning program could be achieved through quality literacy sessions that develops verbal fluency and word use.</p> <p>REAL project based learning has been effective in some settings; however, as a school based approach it requires greater attention to be effectively delivered.</p> <p>Implications: In mathematics, it was felt that some staff were confused with the implementation of REAL project based learning; clarifying ways in which aspects of project based learning can enhance quality instruction lessons will continue to be developed as we move forward.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$25000.00)

Progress towards achieving improvement measures

Process 2: Technology

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

Evaluation	Funds Expended (Resources)
<p>Questions: How are laptops and ipads being used in the classrooms? The percentage of staff who are using the staff laptops and for what?</p> <p>Are staff confident to use or have used robotics? Would they use them if training is provided?</p> <p>Data: Survey of class teachers.</p> <p>Analysis: Impact of COVID has been useful in increasing staff awareness and capacity to embed greater levels of technology into their teaching program. use of programs to supplement remote learning has increased. Additional resources purchased to support teachers working remotely. Support provided to families with needs to access interactive technologies to enable remote learning.</p> <p>Implications: There is a need to increase student capacity to use basic programs on technology (i.e. Word, Excel) and become more comfortable using technology for assessment tasks. Staff use of laptops is remains high; however, effective use of a range of programs may continue to be an area of professional development.</p>	<p>Technical Support Officer 1 day p/week</p> <p>Technology Coordinator - release 0.1 FTE</p> <p>Laptops purchased in response of COVID-19 remote learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$30000.00) • Socio-economic background (\$30000.00)

Process 3: Student voice

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

Evaluation	Funds Expended (Resources)
<p>Question: Has the SRC been given leadership opportunities in the school? Does the SRC provide a voice for all students in the school?</p> <p>Data: Percentage of involvement, fundraisers. Percentage of students completing Tell Them from Me and the use of the data.</p> <p>Analysis: Highly disrupted program in 2020 due to COVID-19. Only real interaction began in Term 4. TTFM survey data indicates low levels of student engagement and voice in school activities</p> <p>Implications: Need to ensure Student representative Council (and Mighty Burras) is active from early Term 1 and that meaningful projects and issues are provided for students to discuss and act upon.</p> <p>Expanded SRC to ensure delegate representation of K-2 classes and representation from Support Unit.</p>	<p>Teacher release 1 hour per fortnight</p>

Next Steps

Focus areas for 2021-2024 SIP include:

- Making school a place that all students want to attend and engage with. This includes playground improvements and developing a greater range of programs to cater for individual differences and maximising student voice.
- Greater connection between the school (staff) and our diverse community.
- Increasing the range of quality opportunities for families and the community to engage with the school (COVID dependent).

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	KKPS Aboriginal Education Team (AET) Investment into new garden (\$50,000) in total landscaping & mural School Learning Support Officer Funding Sources: • Aboriginal background loading (\$145 000.00)	Question: Have quality projects been implemented across the school to enhance Aboriginal culture and improve overall cultural awareness for all staff and students? Data: Staff and student surveys. Coalition of special events. AET minutes Analysis: Major interruptions due to COVID. Student valuing the cultural program and there is a high level of participation and engagement. Cultural garden a quality improvement to the overall school environment. Student centered naming poll conducted - Kukappar (Kookaburra) selected as name for the area.
Low level adjustment for disability	Hearing program costs Learning & Support teachers - 2.7 allocation Funding Sources: • Low level adjustment for disability (\$487 000.00)	Due to COVID normally operating programs and levels of support were disrupted. SLSO have been identified as an area for additional support to enhance their Professional Learning throughout 2021. Hearing program results are very beneficial and evidence showing that on-site intervention is helping to identify and support students with minor issues.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$120 751.00)	Executive staff were able to monitor and follow-up on matters in a timely manner. Need to build capacity of teachers to manage low-level behaviour issues rather than refer directly to Executive. Also, need to increase teacher driven leadership of Stage professional learning.
Socio-economic background	Staffing Funding Sources: • Socio-economic background (\$1 084 574.00)	The support of COVID intervention staff was very useful as it enabled class teachers to focus on remote learning programs; both planning and delivery as well as following up individual students. Due to the disrupted year not all programs were completed
Support for beginning teachers	IL, AP role (part funding) Release hours - approx 1 hr p/wk Funding Sources: • Support for beginning teachers (\$74 000.00)	Use of the Instructional Leader (AP) was very useful to provide targeted support for each individual early career teacher. lack of PL opportunities (off-site) resulted in early career teachers completing online learning projects.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	344	344	316	284
Girls	312	324	317	296

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.6	93.4	92.6	90.4
1	93.4	92.5	91.4	91.5
2	91.5	92.2	90.6	87
3	92.5	90.9	90.5	86
4	91.2	90.6	89.2	87.2
5	90.2	89.6	88.5	88.4
6	90.8	89.1	89.2	84.9
All Years	91.8	91.1	90.2	87.8
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.

Kurri Kurri Public school will be involved in a targeted School Attendance program in 2021 led by our Deputy Principal, Attendance.

Management of non-attendance

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

positive effect on supporting our children and young people to regularly attend school.

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	25.49
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	2.7
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	7.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	1,144,136
Revenue	7,671,390
Appropriation	7,647,550
Sale of Goods and Services	449
Grants and contributions	22,817
Investment income	574
Expenses	-8,129,025
Employee related	-7,191,692
Operating expenses	-937,333
Surplus / deficit for the year	-457,635
Closing Balance	686,501

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

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	396,700
Equity Total	1,691,959
Equity - Aboriginal	149,325
Equity - Socio-economic	1,055,230
Equity - Language	6,976
Equity - Disability	480,428
Base Total	4,791,545
Base - Per Capita	156,376
Base - Location	0
Base - Other	4,635,169
Other Total	802,956
Grand Total	7,683,159

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 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.

Parent/caregiver, student, teacher satisfaction

Student feedback

Throughout Term 4, students were randomly asked to provide feedback on the school and what they felt they would like to change. Among the information provided was:

- The need to improve the playground so that there are things to do during break times
- More opportunities to do fun things and interest groups i.e. dance, singing.
- Make school a safe place and reduce bullying
- School should be more fun

Staff feedback

At the conclusion of 2021 all staff were provided the opportunity to provide feedback on innovations or changes that they felt needed to occur within the school. High among the feedback was the need for less programs that basically replicate other activities in the school. The top changes or innovations as identified by all staff were as follows:

- High expectations for all aspects of the school including behaviour, classwork, attitude
- Improving the physical appearance and condition of the school playground
- Delivery of an uniformed behaviour management program across the school
- Consistency in school teaching and learning programs; scope & sequences; and data collection and use.
- Improved staff well-being programs
- Professional Learning for School Learning Support Officers
- School Learning Support Officer in every K-2 classroom
- Therapy Dog
- Uninterrupted morning sessions to maximise student learning

Parent/Caregiver feedback

Families were provided the opportunity to provide feedback to the school via a series of SMS polls contacted over a number of weeks in Term 4.

Overwhelmingly, parents reported that they felt that Kurri Kurri Public school had:

- Great teachers - *"the care is beyond anything you will find at any other school."*
- Big School, big opportunities ... *"additional funding to target specific programs and learning support" ... "lots of academic and sporting opportunities."*
- Effective home reading program that the majority of students enjoy engaging with.

Parents were asked what they would like to see at our school. The most popular trends included:

- Greater levels of individualised support for students
- Kids happy to attend school and excited about sharing their day.
- Focus on reading and writing
- The need for a safe, respect school and stop bullying

Information gathered from students, staff and families will contribute to the development of the 2021-2024 Strategic Improvement Plan which will be finalised during Term 1, 2021.

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.

At KKPS a dedicated groups of staff (Aboriginal Education Team) meet regularly to plan activities and programs to support our students as well as lead professional learning opportunities for staff. Members of this team help to coordinate the Mighty Burras (junior AECG); liaise with the Kurri Kurri LMG reference groups and actively participate in the Cessnock Local AECG - Korreil Wonnai.

A highlight for our school was the creation of the Kukapparr Reconciliation Garden; a special space within the school for yarning, learning and connecting. This space will be officially opened in Term 1, 2021.

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.