

2021 Annual Report

Kurmond Public School



2340

Introduction

The Annual Report for 2021 is provided to the community of Kurmond Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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

Message from the principal

As we reach the end of another scholastic year at Kurmond, we look back at all the amazing things which have occurred at school throughout 2021 and take the time to celebrate all the great achievements by our school community. Although the end of year is very different to past years, it is a time to look back at the resilience and flexibility displayed by our school community with the ever-changing situation in all schools.

It has been an honour and a privilege to lead Kurmond Public School in 2021. It has certainly been a challenging year but one that we can be proud of with the teamwork of our teachers and staff and the amazing support of our parent community. This year more than ever our students have had to call on their resilience and determination to remain engaged with learning through the 14 weeks of learning from home. I'd like to acknowledge and thank our amazing teaching staff for their commitment and efforts to plan and deliver a smorgasbord of learning tasks to maintain engagement and connection with our students.

Our parents were certainly stretched with another layer of roles landing on their laps and that was to guide and support their children with remote learning on top of all the other roles they already fill with work commitments and other children at home too. We couldn't have done it without your support, thank you! Resilience has been a focus for all of us - we have had to rely on our positive mindset that things would get better and that we'd get through tough times together. Among other things, us 'older folk' can help our students with resilience. Letting kids know that it is natural to experience disappointment, frustration, and sadness at some points in our lives goes a long way to helping kids bounce back when things don't go their way and to stick at things that are difficult, because the rewards are great.

Our students will look back at 2021 and realise they have made history. I'm certain they will remember this year as the year they really lived our school motto of 'Success through endeavour'. A year when they have really had to work hard to succeed. Well done for taking that within your stride! As you know, I always talk about learning and we can learn from great things and we can learn from not so great things. Basically, we can learn from all situations. So, what have we learnt from 2021?

- We have learnt to make the most of every situation.
- We have learnt to spend more time with our families and to slow down our fast-paced lives.
- We have learnt to be grateful for the little things that we sometimes take for granted and
- We have learnt to appreciate the face-to-face connection with our families, friends and community members.

I hope we remember all these learnings for the future!

Thank you to our dedicated teachers, office staff and school learning support officers for going above and beyond in all that you do and for providing our students with so many opportunities. Without you, our school could not enjoy the successes that it does.

In 2021, we farewelled four members of staff, Mr Dehnert, Ms Caswell, Mrs Schoffel and Mrs Kilkeary. They have shown commitment, care and dedication to our students and to our school. We wish you all the very best with your new ventures and we hope to see you back at Kurmond sometime in the future.

Thank you to the outstanding executive team consisting of Miss Foster and Mrs Palmer who support our school and ensure that we continue to deliver quality teaching and look after the wellbeing of our school community. To our hard-working P & C., you have supported the school through funding, policy development and the on-going support of student well-being through the school's chaplain program. On that note, I'd like to thank Mrs Morgan for making each and every remote learning day a happy one with her encouraging messages!

Congratulations to all students on your achievements this year, your parents and teachers are rightly proud of you. I appreciate all you do in and out of the classroom. 2021 has been a year which will go down in history not just for our school, state, country and right around the world, and I am looking forward to having a more settled school year next year with our parent community and visitors being welcomed back on site. In the meantime, I wish you all a very Happy Christmas and a great 2022, stay safe, stay healthy and take some time to relax with your family and friends.



Our Kindergarten 2021 presented with their book prizes and graduation certificates.

School vision

Kurmond PS has high expectations of the entire school community whilst having a vision to develop curious, collaborative and resilient learners who are motivated and determined to achieve their full potential. We are a school that encourages and expects safety, responsibility and courtesy and understands that it is only through sustained effort that life long achievement is maintained.

School context

Kurmond Public School is a community minded school. It is located in a semi-rural area of the Hawkesbury Valley. The school has passionate and dedicated staff, who are active in promoting academic excellence, with a strong emphasis on literacy and numeracy.

Kurmond prides itself on the success of academic, cultural, creative and sporting pursuits and embedding practices which have high impact on student progress and achievement. The school has a positive school culture which ensures the emotional wellbeing of the students and staff. The Positive Behaviour for Learning framework is embedded in all that we do. Kurmond Public School is supported in its endeavours by a very active and enthusiastic school community including the P&C..

Our school has completed a comprehensive situational analysis as well as consultation with the school community which has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle which focused on student-centred learning and ensuring teachers have a deep knowledge of the syllabus which is used to implement explicit teaching, using assessment data to differentiate the curriculum.

The school's 3 focus areas are:

1. Student growth and attainment - Analysis of the school's NAPLAN data has led to a planned increase of 11% of students from the baseline of achieving the NAPLAN top two bands and above for reading and an increase of 10% of students from the baseline of achieving the NAPLAN top two bands and above for numeracy. Identified areas for improvement from a gap analysis of the Check in assessments and NAPLAN are: measurement and geometry and vocabulary and comprehension in reading.
2. Captivating curriculum - Internal data analysis has led to initiatives being focused around differentiated learning for all classes focused and quality individualised learning and ongoing collection and analysis of data to inform teaching in a consistent and systematic manner.
3. Collaborative community - we have identified the need to collaborate with other schools, institutions and professionals to share our skills and adopt high impact learning strategies. This will involve professional learning for staff and on going connections with parents and students.



Our students learning from home during Term 3, 2021.

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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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 | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Excelling |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Excelling |
| LEADING: School planning, implementation and reporting | Excelling |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Excelling |

Our school worked in teams lead by members of the leadership team to determine the above self assessment..

In 2021, Kurmond PS completed the External Validation process. Unfortunately, the process was delayed due to Covid-19 lockdown procedures and was then completed in Term 3.

Strategic Direction 1: Student growth and attainment

Purpose

Driven by the belief that all students have the capacity to grow and achieve to their full potential, we will develop the capacity of all staff to effectively use data to inform their understanding of student needs. Evidence-based teaching practices will be employed in all classrooms in order to maximise learning outcomes in reading and numeracy for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Initiative 1: Effective Classroom Practice
- Initiative 2: Data skills and use

Resources allocated to this strategic direction

Professional learning: \$6,200.00

Integration funding support: \$10,000.00

Aboriginal background: \$15,803.10

COVID ILSP: \$72,766.52

Socio-economic background: \$28,759.45

English language proficiency: \$3,285.13

Low level adjustment for disability: \$71,304.24

QTSS release: \$3,600.00

Summary of progress

Due to the interruptions to face-to-face schooling, work around many of these initiatives was delayed. It was necessary to shift our focus to supporting staff and student wellbeing, and the continuity of learning through remote teaching.

Initiatives to develop effective classroom practice and effective data skills and use that drive student achievement and growth in reading and numeracy will now become a focus for 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|---|
| <p>Increase the percentage of students achieving the NAPLAN top two bands and above for reading and numeracy to above the baseline by 2%.</p> <p>Increase the percentage of students achieving the NAPLAN top two bands and above for reading and numeracy to above the system-negotiated lower bound of 51.6% for reading and 46.1% for numeracy.</p> | <ul style="list-style-type: none">• Data indicates that 29.27% of students in top 2 bands reading and 24.39% of students in top 2 bands numeracy showing a decline from baseline data. |
| <p>A minimum of 57.3% of students achieving expected growth in NAPLAN reading, which is the lower bound of the system-negotiated target.</p> <p>A minimum of 54.5% of students achieving expected growth in NAPLAN numeracy, which is the lower bound of the system-negotiated target.</p> | <ul style="list-style-type: none">• The percentage of students achieving expected growth in reading increased to 72.73% indicating achievement beyond the upper bound target.• The percentage of students achieving expected growth in numeracy declined to 45.45% indicating progress yet to be seen toward the lower bound target. |

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| <ul style="list-style-type: none"> • A minimum of 70% of students completing Kindergarten will have achieved the learning indicators for level 2 within the Additive Strategies sub-element of the National Numeracy Learning Progressions. • A minimum of 70% of students completing Year 2 will have achieved the learning indicators for level 6 within the Additive Strategies sub-element of the National Numeracy Learning Progressions. • A minimum of 70% of students completing Year 4 will have achieved the learning indicators for level 8 within the Additive Strategies sub-element of the National Numeracy Learning Progressions. • A minimum of 80% of students completing Year 6 will have achieved the learning indicators for level 8 within the Additive Strategies sub-element of the National Numeracy Learning Progressions. | <ul style="list-style-type: none"> • 100% of students in Kindergarten have achieved the learning indicators within the Level 2 additive strategies sub-element of the Numeracy Progressions. • 55% of students in Year 2 have achieved the learning indicators for level 6 within the additive strategies sub-element of the Numeracy Progressions. • 40% of students in Year 4 have achieved the learning indicators for level 8 within the additive strategies sub-element of the Numeracy Progressions, with 83% achieving level 7. • 60% of students in Year 6 have achieved the learning indicators for level 8 within the additive strategies sub-element of the Numeracy Progressions, with 90% achieving level 7. |
| <ul style="list-style-type: none"> • A minimum of 70% of students completing Kindergarten will have achieved the learning indicators for level 4 within the Understanding texts sub-element of the National Literacy Learning Progressions. • A minimum of 70% of students in Year 2 will have achieved the learning indicators for level 6 within the Understanding texts sub-element of the National Literacy Learning Progressions. • A minimum of 70% of students in Year 4 will have achieved the learning indicators for level 8 within the Understanding texts sub-element of the National Literacy Learning Progressions. • A minimum of 70% of students in Year 6 will have achieved the learning indicators for level 9 within the Understanding texts sub-element of the National Literacy Learning Progressions. | <ul style="list-style-type: none"> • 100% of students in Kindergarten have achieved the learning indicators within the Understanding texts sub-element of the National Literacy Learning Progressions. • 66% of students in Year 2 have achieved the learning indicators for level 6 within the Understanding texts sub-element of the National Literacy Learning Progressions. • 35% of students in Year 4 have achieved the learning indicators for level 8 within the Understanding texts sub-element of the National Literacy Learning Progressions, with 70% having achieved level 7. • 52% of students in Year 6 have achieved the learning indicators for level 9 within the Understanding texts sub-element of the National Literacy Learning Progressions, with 90% having achieved level 8. |
| <ul style="list-style-type: none"> • Value-added data in Scout for K to 3 to maintain Sustaining and Growing. • Value-added data in Scout for 3 to 5 to indicate Sustaining and Growing. • Value-added data in Scout for 5 to 7 to indicate Sustaining and Growing. | <ul style="list-style-type: none"> • Value-added data in Scout for K to 3 indicates Excelling. • Value-added data in Scout for 3 to 5 indicates Sustaining and Growing. • Value-added data in Scout for 5 to 7 indicates Delivering but is upward trending towards Sustaining and Growing. |
| <ul style="list-style-type: none"> • In the Learning Domain of the School Excellence Framework, the school is identified as Sustaining and Growing in the element of School Performance Measures. • In the Teaching Domain of the School Excellence Framework, the school is identified as Sustaining and Growing in the element of Effective Classroom Practice. • In the Teaching Domain of the School | <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the themes of NAPLAN and Student Growth, and Sustaining and Growing in Value-add and Internal and external measures against syllabus standards elements of School Performance Measures. This was confirmed in the External Validation process. • Self-assessment against the School Excellence framework shows the currently performing at Sustaining and Growing for Lesson Planning and Feedback, and Excelling for Explicit Teaching and Classroom Management elements of Effective Classroom Practice. This was confirmed in the External Validation process. |

Excellence Framework, the school is identified as Sustaining and Growing in the element of Data Skills and Use.

- Self-assessment against the School Excellence framework shows the currently performing at Sustaining and Growing for all themes in the element of Data Skills and Use. This was confirmed in the External Validation process.



Kindergarten learning

Strategic Direction 2: Captivating curriculum

Purpose

In order to maximise student engagement and achievement, all staff will have a deep understanding of all aspects of the curriculum. A broad range of assessment strategies will be embedded in teaching programs, ensuring that learning experiences are responsive to the needs of all students and guided by research-based practice. We will promote high expectations and a love of learning in staff, students and the community, empowering them through an awareness of their own progress and the desire to pursue continued growth.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Initiative 1: Engaging, personalised curriculum
- Initiative 2: Effective Assessment Practices

Resources allocated to this strategic direction

QTSS release: \$21,277.97

Aboriginal background: \$900.00

Low level adjustment for disability: \$900.00

Literacy and numeracy: \$2,764.06

Literacy and numeracy intervention: \$35,317.17

Professional learning: \$2,500.00

Summary of progress

Due to the interruptions to face-to-face schooling, work around many of these initiatives was delayed. It was necessary to shift our focus to supporting staff and student wellbeing, and the continuity of learning through remote teaching.

Engaging in school-wide, reflective and evidence based practices to delivery engaging, personalised curriculum, and the use of broader assessment strategies to inform teaching and learning and monitor student growth, will become a focus for 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|--|
| <ul style="list-style-type: none">• Teaching and learning programs describe expected student progression and knowledge.• The needs of all students are explicitly addressed in all teaching and learning programs | <ul style="list-style-type: none">• Delay in implementing initiatives in Term 3 have required this work to be postponed to 2022. |
| <ul style="list-style-type: none">• In the Learning Domain of the School Excellence Framework, the school is identified as Sustaining and Growing in the areas of Curriculum and Assessment. | <ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the currently performing at Sustaining and Growing for all themes in the element of Curriculum. This was confirmed in the External Validation process.• Self-assessment against the School Excellence framework shows the currently performing at Sustaining and Growing for the themes of Formative Assessment, Summative Assessment and Student engagement and Delivery for the theme of Whole school monitoring of student learning in the element of Assessment. This was confirmed in the External Validation process. |
| <ul style="list-style-type: none">• All teachers review current assessment data and practices, working in stage teams to apply a | <ul style="list-style-type: none">• Delay in implementing initiatives in term 3 have required this work to be postponed to 2022. |

broader range of assessment strategies across all learning areas.

- Professional learning is driven by a culture of continuous improvement and aligned to Professional Development Plans.
- School leadership team analyses the High Impact Professional Learning model and completes the Self-Assessment Tool in order to identify baseline data.

- The School leadership team analysed the High Impact Professional model and completed the Learning Self-Assessment Tool in order to identify baseline data. Baseline data indicates that we are Delivering in themes 4 and 5, and Sustaining and Growing for themes 1, 2 and 3.



The Think Blast Team

Strategic Direction 3: Collaborative community

Purpose

We envisage a school community who value the importance of lifelong learning and where every child is known, valued and cared for. To ensure that every student can connect, succeed, thrive and learn, we will build strategic, collaborative partnerships with the broader school community. We will have a planned approach that values the role of all stakeholders as part of this journey.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Initiative 1: Professional Partnerships
- Initiative 2: Educational Leadership

Resources allocated to this strategic direction

QTSS release: \$3,600.00

Beginning teacher support: \$44,535.00

Professional learning: \$3,000.00

Socio-economic background: \$450.00

Location: \$1,745.93

School support allocation (principal support): \$13,604.80

Summary of progress

Due to the interruptions to face-to-face schooling, work around many of these initiatives was delayed. It was necessary to shift our focus to supporting staff and student wellbeing, and the continuity of learning through remote teaching.

These initiatives, including collaboratively developing teaching and learning programs that incorporate quality teaching elements using the Quality Teaching Rounds framework, will now become a focus for 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|--|
| <ul style="list-style-type: none">• All Stage 2 staff and leadership team have participated in QTR Professional Learning sessions.• Teachers who have participated in QTR in 2021 to collaboratively develop teaching and learning programs that incorporate quality teaching elements. | <ul style="list-style-type: none">• 100% of stage 2 teachers and both Assistant Principals participated in observations based on the Quality Teaching Model with emphasis on student engagement, feedback, learning intentions and success criteria, and questioning.• Delayed initiatives in term 3 have required this workaround incorporating quality teaching elements into teaching and learning programs to be postponed to 2022. |
| <ul style="list-style-type: none">• Increase the percentage of students attending >90% of the time to above the lower bound of the system-negotiated target of 88%.• Wellbeing data to be above the lower-bound of the projected lower bound of 88.2% | <ul style="list-style-type: none">• The number of students attending greater than 90% of the time is 90.3%• Our Wellbeing data is 88.17%, which is consistent with the lower-bound of 88.2%. |
| <ul style="list-style-type: none">• Delivering in the themes of High expectations and Attendance within the element of Learning Culture.• Maintain Sustaining and growing in the theme of Transitions and continuity of learning within the element of Learning Culture. | <ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the currently performing at Excelling for all themes in the element of Learning Culture. This was confirmed in the External Validation process. |



Return to school face to face learning 2021

| Funding sources | Impact achieved this year |
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| <p>Integration funding support</p> <p>\$10,000.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Kurmond Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Effective Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Teachers develop and implement individual learning plans for students who require additional in class learning support. Plans are targeted for students' needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to implement targeted learning support for identified students with high support needs as required.</p> |
| <p>Socio-economic background</p> <p>\$29,209.45</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kurmond Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 2: Educational Leadership • Initiative 1: Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy support programs to identified students with additional needs • staff release to increase community engagement <p>The allocation of this funding has resulted in: Effective timetabling for implementation of learning support programs in literacy and numeracy with specialist staff. Ongoing monitoring and data collection to track student's progress and placement in intensive learning programs. Due to lock downs, the Parents as Learners (PAL) initiative was difficult to implement. Only one session</p> <p>After evaluation, the next steps to support our students with this funding will be: The ongoing disruptions of COVID-19, flooding and absences of students and staff will require ongoing support of students with 'gaps' in their learning and requiring additional support.</p> |
| <p>Aboriginal background</p> <p>\$16,703.10</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kurmond Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> |

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| <p>Aboriginal background</p> <p>\$16,703.10</p> | <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Effective Classroom Practice • Initiative 1: Engaging, personalised curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Individual learning needs in literacy and numeracy have been targeted and implemented in students' learning plans. Teaching staff have been supported to implement evidence based teaching approaches in their mathematics planning and delivery.</p> <p>After evaluation, the next steps to support our students with this funding will be: Resource timetabling for 2022 will focus on collaborative structures to allow all class teachers time to plan around big ideas in numeracy and literacy for all students.</p> |
| <p>English language proficiency</p> <p>\$3,285.13</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kurmond Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Employment of school learning support officers to support the needs of identified students in English Language proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the support of identified students to meet their needs.</p> |
| <p>Low level adjustment for disability</p> <p>\$72,204.24</p> | <p>Low level adjustment for disability equity loading provides support for students at Kurmond Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Effective Classroom Practice • Initiative 1: Engaging, personalised curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention program EMU and LLI to increase learning outcomes • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students |

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| <p>Low level adjustment for disability</p> <p>\$72,204.24</p> | <p>The allocation of this funding has resulted in: The Learning and Assistance teacher time was topped up to support Stage 1 who were most impacted by floods, lock down and absences. Small group intervention sessions with the LaS Teachers using the Extending Mathematical Understanding (EMU) program and Levelled Literacy Intervention program was successfully implemented throughout the year. The LaS Teachers provided additional support to all classroom teachers through their consultation time with teachers and designing programs for class teachers and SLSOs to implement.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuing absences due to self isolation and positive COVID-19 cases will require the Learning Support Team to modify the model of support delivered especially with Stage 1 and 2 students. An in class model of support of having the intervention teachers in each Stage 1 and 2 class will have more impact on a greater number of students.</p> |
| <p>Location</p> <p>\$1,745.93</p> | <p>The location funding allocation is provided to Kurmond Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 2: Educational Leadership <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing to support the increased attendance administration and monitoring of students • Well being support of the school community. Phone check ins and face to face communication. <p>The allocation of this funding has resulted in: On going communication with parents and carers to support positive attendance of students. Additional administration support in the office for continuing positive relationships with the school community.</p> <p>After evaluation, the next steps to support our students with this funding will be: The support will need to continue into next year as attendance challenges continue with the COVID-19 situation and we will need to continue to support our students and parent community.</p> |
| <p>Professional learning</p> <p>\$12,700.00</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Kurmond Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Effective Classroom Practice • Initiative 2: Data skills and use • Initiative 1: Engaging, personalised curriculum • Initiative 1: Professional Partnerships • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning for Big Ideas and Starting Strong. Team leaders and School-based Curriculum leader to support teachers' professional learning. • Professional learning in using EMU as an intervention program for LaS Teachers. <p>The allocation of this funding has resulted in:</p> |

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|---|---|
| <p>Professional learning</p> <p>\$12,700.00</p> | <p>The delivery of Starting Strong and Big Ideas was self-funded and supported by the school-based curriculum leader. All class teachers were trained in these strategies.</p> <p>The LaS Teachers and COVID tutors received professional learning on the intervention programs to be implemented with identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Full implementation of Big Ideas and Starting Strong strategies in 2022 with QTSS time used by teachers to collaboratively plan with their stage buddies and team leaders.</p> |
| <p>Beginning teacher support</p> <p>\$44,535.00</p> | <p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Kurmond Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Professional Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Beginning teachers and their mentors have met to support the Teacher Professional Development Plan and have collaboratively planned for professional learning to support their professional journey. • Beginning teachers and their mentors have taken part in lesson observations, programming and assessment support. <p>The allocation of this funding has resulted in:</p> <p>Beginning teachers being well supported throughout the year.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to support teachers in their second year and any other beginning teacher in 2022.</p> |
| <p>School support allocation (principal support)</p> <p>\$13,604.80</p> | <p>School support allocation funding is provided to support the principal at Kurmond Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 2: Educational Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support the increased attendance administration and monitoring of students • Well being support of the school community. Phone check ins and face to face communication. <p>The allocation of this funding has resulted in:</p> <p>Well being support for our students, staff, parents and carers.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The principal support funds will continue to be used to support our school community in the administration and tracking of student attendance and well being.</p> |
| <p>Literacy and numeracy</p> <p>\$2,764.06</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kurmond Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p> |

| | |
|--|---|
| <p>Literacy and numeracy</p> <p>\$2,764.06</p> | <p>including:</p> <ul style="list-style-type: none"> • Initiative 1: Engaging, personalised curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: The purchase of decodable readers and updated quality picture books. The purchase of the EMU program and teacher training for the implementation of the program. Implementation of individualised literacy and numeracy programs for identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Learning walks and student surveys to occur in 2022.</p> |
| <p>QTSS release</p> <p>\$28,477.97</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kurmond Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 2: Data skills and use • Initiative 1: Engaging, personalised curriculum • Initiative 1: Professional Partnerships • Initiative 2: Educational Leadership • Initiative 2: Effective Assessment Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Use of check in data assessments in reading. Analysis within the leadership team and planning time for teaching strategies with stage teams. • <p>The allocation of this funding has resulted in: Each stage team developed in class teaching strategies to address students' needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Due to the interruptions to professional learning and student attendance, an ongoing focus will need to occur with QTSS funds in 2022 to address the reading comprehension needs of all our students. A membership with PETAA and DoE courses on MyPL should allow access to high quality professional learning for all our teaching staff.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$35,317.17</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kurmond Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Engaging, personalised curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy |

| | |
|--|---|
| <p>Literacy and numeracy intervention</p> <p>\$35,317.17</p> | <p>The allocation of this funding has resulted in: Additional support was provided to students in classes who had not engaged with learning from home and those who had high absences throughout the school year.</p> <p>After evaluation, the next steps to support our students with this funding will be: Additional support will need to continue in Stage 1 and Stage 2 classes in 2022 in literacy and numeracy as these are the students who have been most impacted by floods, COVID-19 and poor attendance.</p> |
| <p>COVID ILSP</p> <p>\$72,766.52</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Effective Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers and SLSOs to deliver small group tuition to identified students. • providing targeted, explicit instruction for student groups in literacy/numeracy - Levelled Literacy Intervention (LLI) for reading comprehension and Extending Mathematical Understanding (EMU) for mathematics. <p>The allocation of this funding has resulted in: Small group intervention for 3-5 sessions / week. Students were identified by class teachers and prioritised by the Learning Support Team.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing analysis of student data and tracking of student progress will continue into 2022 to inform us which students require extra support. The model used next year may need to change due to staff shortages and students' absences.</p> |



Kindergarten learning

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 74 | 78 | 78 | 67 |
| Girls | 87 | 78 | 77 | 79 |

Our total student enrolment continues to decline with the continued implementation of the Department of Education's Enrolment Policy. The school is over its enrolment cap and is not able to consider out of area enrolments. The new estates surrounding the school are starting to have families build and students enroll as they are in our catchment area.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 96.5 | 94.1 | 96 | 94.1 |
| 1 | 96.3 | 94.9 | 94.2 | 91.9 |
| 2 | 92.8 | 95.2 | 96.5 | 93.5 |
| 3 | 94 | 95.9 | 94.7 | 93.4 |
| 4 | 93.4 | 96.5 | 94.1 | 94.4 |
| 5 | 92.1 | 95.5 | 94.5 | 92.2 |
| 6 | 93.7 | 94.8 | 94 | 91.8 |
| All Years | 94.1 | 95.4 | 94.7 | 93 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.8 | 93.1 | 92.4 | 92.8 |
| 1 | 93.4 | 92.7 | 91.7 | 92.7 |
| 2 | 93.5 | 93 | 92 | 92.6 |
| 3 | 93.6 | 93 | 92.1 | 92.7 |
| 4 | 93.4 | 92.9 | 92 | 92.5 |
| 5 | 93.2 | 92.8 | 92 | 92.1 |
| 6 | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92 | 92.4 |

The school's attendance rate continues to be above that of the State DoE. Throughout Covid-19 lockdown and learning from home in Term 3 and part of Term 4, our students continued to engage with their teachers and their learning. Connecting with the community was a high priority for us with phone calls, Class Dojo messages, virtual lessons and assemblies on Zoom for all students.

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.



Perfect attendance awards for Stage 3 at the annual Presentation Day Ceremony.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 4.81 |
| Literacy and Numeracy Intervention | 0.32 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.4 |
| School Administration and Support Staff | 1.81 |

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2021 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 4.40% |
| Teachers | 3.30% | 3.20% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.



Kurmond Public School staff at the P and C's Wacky Walkathon.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2021 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 124,131 |
| Revenue | 1,730,600 |
| Appropriation | 1,691,361 |
| Sale of Goods and Services | 5,440 |
| Grants and contributions | 33,658 |
| Investment income | 40 |
| Other revenue | 100 |
| Expenses | -1,832,037 |
| Employee related | -1,677,964 |
| Operating expenses | -154,072 |
| Surplus / deficit for the year | -101,437 |
| Closing Balance | 22,694 |

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.

| | 2021 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 10,053 |
| Equity Total | 121,402 |
| Equity - Aboriginal | 16,703 |
| Equity - Socio-economic | 29,209 |
| Equity - Language | 3,285 |
| Equity - Disability | 72,204 |
| Base Total | 1,301,003 |
| Base - Per Capita | 38,210 |
| Base - Location | 1,746 |
| Base - Other | 1,261,046 |
| Other Total | 119,387 |
| Grand Total | 1,551,845 |

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.



Kurmond Public School was the School Winner for the Sustainable Cities Awards 2021.

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.



Stage 3 collaborative learners

Student satisfaction

The Tell Them From me surveys are completed in Semester 1 and then repeated in Semester 2.

- Students with positive behaviour at school: Students that do not get in trouble at school for disruptive or inappropriate behaviour. The school mean was 94% and the NSW DoE Norm was 83%.
- Effort: Students try hard to succeed in their learning. The school mean was 86% which was extremely close to the NSW DoE Norm of 88%.
- Student participation in extracurricular activities: Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee. The school mean was 61% and the NSW DoE Norm was 55%.
- Students with positive relationships: Students have friends at school they can trust and who encourage them to make positive choices. The school mean was 86% and the NSW DoE Norm was 85%.
- Students that value schooling outcomes: Students believe that schooling is useful in their everyday life and will have a strong bearing on their future. For the school's Year 6 cohort the mean was on par with the NSW DoE Norm of 95%.

Drivers of student outcomes:

- Effective learning time: Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. The school mean was 8.6 and the NSW Government Norm was 8.2.
- Relevance: Students find classroom instruction relevant to their everyday lives. The school mean was 8.3 and the NSW Government Norm was 7.9.
- Explicit teaching practices and feedback: Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. The school mean was 8.4 and the NSW Government Norm was 7.5.
- Students who are victims of bullying: Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. The school mean was 17% and the NSW Government Norm was 36%.
- Advocacy at school: Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. The school mean was 8.5 and the NSW Government Norm was 7.7.
- Positive teacher-student relations: Students feel teachers are responsive to their needs and encourage independence with a democratic approach. The school mean was 8.6 and the NSW Government Norm was 8.4.
- Positive learning climate: Students understand there are clear rules and expectations for classroom behaviour. The school mean was the same as the NSW Government Norm of 7.2.
- Expectations for success: School staff emphasise academic skills and hold high expectations for all students to succeed. The school mean was the same as the NSW Government Norm of 8.7.

Custom measures

- University: 68% of students indicated they expect to go to University when they finish high school.
- Aboriginal students: 75% of students feel good about their culture when they are at school.
- School pride: 82% of students feel proud of our school.
- Students with a positive growth orientation: Students set challenging goals for themselves in their schoolwork and aim to do their best. The school mean was 85% and the NSW Government Norm was 79%.
- Experiences of learning from home: 73% stated student learning was quality learning; quality resources 77%; quality feedback 61%; felt connected 56% and clear instructions 65%.
- Students' classrooms: 84% state that everything in their classroom works; 91% state that their classroom is clean and well looked after; and 86% state their classroom can fit everyone.
- Facilities are clean and well looked after: playground 90%; library 93%; canteen 88%; and only 27% state the toilets are clean and well looked after.
- 77% of students state there are enough covered areas to go to when it gets hot or rains.
- 76% students know where to seek help if they are bullied or see someone else being bullied.

Areas of focus for next year:

- Interested and motivated: Students who are interested and motivated in their learning School mean 58% and NSW DoE Norm 78%. This will be an ongoing focus with the challenges experienced by students throughout the learning from home periods.
- Homework: Students do homework for their classes with a positive attitude and in a timely manner. School mean 32% and NSW DoE Norm is 63%.

Teacher satisfaction

Eight Drivers of Student Learning:

- Leadership- The school mean was 8.9 and the NSW Government Norm was 7.1.
- Collaboration- The school mean was 9.0 and the NSW Government Norm was 7.8.
- Learning Culture - The school mean was 8.3 and the NSW Government Norm was 8.0.
- Data Informs Practice - The school mean was 8.3 and the NSW Government Norm was 7.8.
- Teaching Strategies - The school mean was 8.3 and the NSW Government Norm was 7.9.

- Technology - The school mean was the same as the NSW Government Norm at 6.7.
- Inclusive School - The school mean was 8.6 and the NSW Government Norm was 8.2.
- Parent Involvement - The school mean was 7.1 and the NSW Government Norm was 6.8.

Four Dimensions of Classroom and School Practices:

- Challenging and Visible Goals - The school mean was 8.0 and the NSW Government Norm was 7.5.
- Planned Learning Opportunities - The school mean was 8.3 and the NSW Government Norm was 7.6.
- Quality Feedback - The school mean was 8.0 and the NSW Government Norm was 7.3.
- Overcoming Obstacles to Learning - The school mean was 8.2 and the NSW Government Norm was 7.7.

Custom Measures

- 92% of teachers believe school leaders are leading improvement and change.
- 92% of teachers believe school leaders clearly communicate their strategic vision and values for our school.
- 100% believe the school is well maintained.
- 92% believe the school supports effective teaching practices.
- 100% believe the students focus on their learning.
- 100% believe there is a sense of belonging for students.
- Experiences of learning from home: 92% of teachers believe there was sufficient support from the school and 67% felt prepared to be providing for students during this time.
- 77% of teachers are confident in their capacity to meet the needs of Aboriginal students.
- 100% believe the school is a welcoming and culturally safe place for all students.
- 70% indicated students retain what they have learned after they have been tested on it.
- 85% indicated that teachers share and implement ideas about ways to help students retain what they are learning.
- 92% believe they have the skills and confidence to meet the needs of students with disability or special needs.

Parent / caregiver satisfaction

Two-way Communication with Parents:

- Parents feel welcome- School mean 8.3 and NSW DoE Norm is 7.4.
- Parents are informed School mean 7.4 and NSW DoE Norm is 6.6.

Parents Support Learning at Home:

- Parents support learning at home- School mean 6.6 and NSW DoE Norm is 6.3.

School Supports Learning:

- School supports learning- School mean 7.9 and NSW DoE Norm is 7.3.
- School supports positive behaviour - School mean 8.4 and NSW DoE Norm is 7.7.

School Supports Child's Behaviour:

- Safety at school- School mean 8.4 and NSW DoE Norm is 7.4.
- Inclusive school - School mean 7.9 and NSW DoE Norm is 6.7.

Useful communication about school news

- 96% of parents perceive social media communication to be useful.
- 92% of parents perceive the school website, emails and newsletter communication to be useful.

Perception of school facilities

- 92% believe the school is well maintained.
- 96% believe the school's physical environment is welcoming.
- 96% believe the school is easy to access and move around the school.

First choice of public school

- 96% of parents stated their child is enrolled at their first choice of public school.

Custom measures

- 76% believe the school provides enough resources to help students with disability or special needs.
- 84% believe the school helps students with disability or special needs to feel welcome.
- 91% of parents and carers would recommend the school to other parents.
- Experiences of learning from home: More than 70% of parents and carers believe that school support, school contact and resources provided to students during learning from home was high.

Parent information sessions

The school sought information from parents and carers on the most relevant information sessions they would like to see presented at Kurmond Public School in 2022. Parenting tips was the highest ranking followed by cyber safety and then reading, phonics and writing. These will be organised for next year.



In 2021 we were able to hold a wonderful community event organised by the P&C just before the lockdown occurred - A Wacky Walkathon!

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

School chaplain at Kurmond Public School

At Kurmond Public School we have a school chaplain. The program is a very important of student well being at our school. We work in partnership with the local community, through additional funding for a student wellbeing support officer to support school wellbeing approaches. The school chaplain, supports the direction of the school's learning support teams to deliver student resilience and wellbeing services, and support the emotional and social wellbeing of students. The program is funded by the school's P&C, the Hawkesbury Baptist Church and school funds through a partial grant from the Commonwealth Government.

The program started in 2018 and is now in its forth year of operation with Mrs Kylie Morgan being the school's chaplain.

The role of the school chaplain at Kurmond has involved meaningful contact with a number of students before school begins, literacy and numeracy support during class time with targeted students through the school's learning support team. Mrs Morgan interacts with students about topics such as believing in themselves, sharing, working together, building resilience, speaking kindly to one another and family hardship. This was especially crucial throughout 2021 with

the added challenges of remote learning and COVID restrictions on the school community. Mrs Morgan created daily positive messages with cartoons for students and attended many of the Zoom sessions with classes and school assemblies as well as staff Zoom sessions.

Students have been supported in their learning in classrooms, socially in the playground and in the library before school as a drop in centre. Mrs Morgan works with all of the staff at Kurmond Public School to make sure all the students are supported and valued. In 2021, Mrs Morgan took part in the Drumbeat training program in order to implement the program with our Stage 2 and 3 students. SHe has also created more murals for our school and continued with the guitar group and art lessons in classes.

As the school's chaplain, Mrs Morgan's aim is for every student to know they are special. Interaction with other school staff occurs regularly, and deeper relationships are being built with them. On a daily basis Mrs Morgan has the opportunity to speak with parents and guardians, about their children, and at times about family situations and some of life's challenges.



Drumbeat program with Stage 2 students