

2022 Annual Report

Kulnura Public School



2334

Introduction

The Annual Report for 2022 is provided to the community of Kulnura 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

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Kulnura Public School 2022

School vision

At Kulnura Public School, we strive for excellence in an inclusive environment where every student maximises their learning potential and remains connected to a culture of high expectations and strong community connections. We provide contemporary and future focused learning to provide success for all our students and allow them to live as engaged citizens in a complex and dynamic society.

School context

Kulnura Public School, with a current enrolment of 31 students, is a rural and remote school located in the Mangrove Mountain area, 50 kilometres from our nearest regional centre of Gosford and approximately 40km from Tuggerah/ Wyong. School numbers have fluctuated over the past four years, with student numbers ranging from 31 to 60. We anticipate that this trend will continue in the future. Our Aboriginal student population fluctuates significantly. In 2017, 8% of students identified as Aboriginal, compared to 18% of the current enrolment. Our FOEI is 109 and ICSEA 944 identifying us as a low socio-economic rural school demographic.

The school enjoys an active P&C, experienced staff and well maintained school grounds. Our gardens are a highlight as is the quality play areas.

The two strong threads through the previous two school plans focused on continual whole school improvement and the school community working collaboratively to support the wellbeing of all. We were successful in attaining the planned improvement measures.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Renewed emphasis on conceptual mathematics and effective writing techniques will improve student outcomes. Ensuring challenging teaching and learning activities in each classroom will benefit whole school learning outcomes. Further work in collaboration, effective feedback and assessment practices will enhance teacher practice.

Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. Students know where they are and where they are going in their learning through teacher/ student collaboration and self-assessment, peer assessment strategies and feedback. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

The situational analysis reveals the need to develop staff understanding of trauma informed practice and review school wide procedures, policies and rules to reflect the needs of our current students.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

Further work is required on strategic decision making practices and quality evaluative practices.

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

Our school will implement the Walking Together Working Together AECG Partnership agreement initiatives across all areas of the school for our Aboriginal community and families. This plan has been created in consultation with P&C, AECG, Staff and Aboriginal families.



Kulnura Public School 2022
SAK&GP Potato Soup

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

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.

- Data Skills and Use
- A Culture of Personalised Self-Directed Learning

Resources allocated to this strategic direction

Socio-economic background: \$8,900.00

Low level adjustment for disability: \$8,399.00

Professional learning: \$5,612.00

Summary of progress

In this initiative there was a focus on:

- Building teacher capacity to collect reliable data and ensure data collection is used to differentiate curriculum, inform learning design and classroom practice
- Providing feedback to students' about their learning so that learning opportunities are maximised for all students
- Building staff capacity in the systematic analysis and use of Reading and Numeracy Progressions to track student progress and differentiate teaching for all students
- Building teacher capacity to reflect on their teaching practice to pursue high quality student learning experiences

Teachers collaboratively analysed internal and external data sources at regular intervals. Whole school data analyses opportunities enabled strengths in teaching practice and opportunities for growth to be identified. Tracking the learning progress of all students and collaborative data analysis will be a continued focus in 2023.

Staff engaged in professional learning throughout 2022. Professional learning included:

- Formative assessment
- Learning Intentions and Success Criteria
- High Potential and Gifted Education Policy review and incorporating policy into classroom practice across the school
- Online learning to prepare teachers for new syllabus implementation (An Introduction to the Mathematics Syllabus K-2, Teaching through working mathematically, Planning for learning in mathematics, and Monitoring, assessing and reporting in mathematics)

In 2023, embedding the new K-2 English and Mathematics syllabus documents will be a school focus as well as preparing for the new 3-6 syllabus implementation in 2024.

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
• % of students achieving expected growth in NAPLAN Numeracy is trending toward lower bound target of 60%.	Expected growth is unable to be measured for 2022.
• % of students achieving expected growth in NAPLAN Reading is maintained at a target of 75%.	Expected growth is unable to be measured for 2022.

<ul style="list-style-type: none"> • Based on the SEF the school will trend toward Sustaining and Growing in the element 'Data skills and use'- • Based on the SEF the school will trend toward Sustaining and Growing in the element 'Effective classroom practice' 	<p>The school is trending towards Sustaining and Growing in the SEF element 'Data skills and use'.</p> <p>The school is trending towards Sustaining and Growing in the SEF element 'Effective classroom practice'.</p>
<p>Literacy Progressions</p> <ul style="list-style-type: none"> • 70% Kindergarten students will achieve within the expected end of year progression for Understanding Texts (4) in Literacy 	<p>83% of Kindergarten students achieved within the expected end of year progression for Understanding Texts (4) in Literacy.</p>
<ul style="list-style-type: none"> • 80% Kindergarten students will achieve within the expected end of year progression for Quantifying Numbers (4) and Additive Strategies (2) in Numeracy. 	<p>83% Kindergarten students achieved within the expected end of year progression for Quantifying Numbers (4) and Additive Strategies (2) in Numeracy.</p>



Kulnura Public School 2022 Kinders
Ben, Nathaniel, Leo & Harrison

Strategic Direction 2: WELLBEING

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

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.

- Wellbeing and Engagement
- Updating Whole School Wide Systems
- Visible Learning

Resources allocated to this strategic direction

Aboriginal background: \$14,292.00

Low level adjustment for disability: \$22,984.00

Summary of progress

In this initiative there was a focus on:

- Developing positive teacher-student relationships
- Reviewing and updating whole school systems and processes to ensure best practice and alignment with DoE policy
- Engaging students in their learning through embedding Learning Intentions and Success Criteria into whole school classroom practice

The Life Skills Go program was implemented to develop a whole school approach to wellbeing focused on social and emotional learning. Program lessons focused on developing skills for resilience, self awareness, managing anxiety, self management, and social awareness. Teachers were able to track and monitor the social and emotional development of students. This program will continue in 2023 to ensure student wellbeing remains a school focus.

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">• *Increase the % of students attending at 90% or above, from 78.8% (baseline) to 83.1% (Lower bound system target)• behaviour and attendance plans are embedded in practice. 70% of plans achieved expected outcomes.• To increase positive behaviours evidenced by internal school measures from a baseline of 92% to 93%.• Based on the SEF the school will move from delivering to Sustaining and Growing in the element 'Wellbeing'.	<ul style="list-style-type: none">• 83.4% of students attended 90% of the time. This was above the 83.1% lower bound target.• 70% of behaviour and attendance plans achieved expected outcomes.• Positive behaviours evidenced by internal school measures increased to 93%.• Self-assessment indicates the school is trending towards Sustaining and Growing in the SEF element 'Wellbeing'.
<ul style="list-style-type: none">• TTFM Wellbeing data (advocacy, belonging, expectations) increases from 84.31% to above current (2021) state averages.• SEF element Wellbeing is maintained at delivering.	<p>Tell Them From Me student survey responses indicate:</p> <p>Advocacy 63%</p> <p>Sense of Belonging 76%</p> <p>Expectations for Success 75%</p> <p>SEF element of 'Wellbeing' is maintained at Delivering.</p>



Kulnura Public School 2022
NAIDOC Celebrations KPS1

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$8,900.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kulnura 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: School learning support officers supported students under the direction and supervision of the classroom teacher. They provided assistance to students with disability and additional learning and support needs.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students through the employment of School Learning Support Officer in Term one 2023.</p>
<p>Aboriginal background</p> <p>\$14,292.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kulnura 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> <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"> • Wellbeing and Engagement <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 deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Personalised Learning Support Programs completed for Aboriginal students to engage parents in their child's education and support Aboriginal students in the classroom.</p> <p>After evaluation, the next steps to support our students will be: Aboriginal education funding will continue to support family engagement and student classroom support in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$31,383.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kulnura 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"> • Data Skills and Use • Updating Whole School Wide Systems <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$31,383.00</p>	<ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: School Learning Support Officers provided support for targeted students within the classroom through one-to-one support for students and assisting the teacher as required in small group activities.</p> <p>After evaluation, the next steps to support our students will be: Assistant Principal Learning Support engaged to develop specialised learning programs to support SLSO and teachers working with individual students. APLAS will continue to be involved with individual students' case management and learning program to meet the needs of students.</p>
<p>Location</p> <p>\$3,407.00</p>	<p>The location funding allocation is provided to Kulnura 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: All excursions and incursions supported students and their families for major excursions, school swim scheme and online learning resources.</p> <p>After evaluation, the next steps to support our students will be: Students and families will continue to be supported to attend school excursions, swim scheme and online learning resources throughout 2023.</p>
<p>Professional learning</p> <p>\$5,612.00</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 Kulnura 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"> • A Culture of Personalised Self-Directed Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Learning Advisors held professional learning across the Small Schools Network to embed formative assessment strategies into classroom practice. Workshops for HP&GE policy introduced to all staff across the Small School Network..</p> <p>After evaluation, the next steps to support our students will be: Small Schools Network to revisit next steps in HP&GE policy implementation and initiatives across the small schools for 2023. Schools to align new curriculum implementation with professional learning across all key learning areas.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kulnura Public School</p>

<p>\$6,738.00</p>	<p>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 including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact: Online program subscriptions engaged students in learning and supported student literacy and numeracy skill development.</p> <p>After evaluation, the next steps to support our students will be: Teacher professional learning to analyse and interpret online program data and triangulate with other data sources to identify future student learning.</p>
<p>QTSS release</p> <p>\$6,436.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kulnura 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Classroom teacher employed to support the implementation of the Geography and History Syllabus documents.</p> <p>After evaluation, the next steps to support our students will be: To utilise the allocated funding to support the implementation of the new curriculum.</p>
<p>COVID ILSP</p> <p>\$15,733.00</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 2022.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Year 1-6 PLAN2 data indicated 76% of students made learning progress in number and place value.</p> <p>After evaluation, the next steps to support our students will be: All students K-6 will be assessed and monitored using the Literacy and Numeracy progressions.</p>



Kulnura Public School 2022
Propagating Citronella from cuttings.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	21	20	17	19
Girls	17	18	19	10

Student attendance profile

School				
Year	2019	2020	2021	2022
K	86.4	90.4	91.9	80.3
1	87.1	96.7	79.2	76.4
2	93.8	92.3	84.3	75.5
3	93.6	92.2	91.6	76.5
4	89.2	87.4	91.8	85.5
5	92.8	94.6	87.7	82.8
6	86.5	87.7	93.5	78.9
All Years	90.6	90.8	89.9	80.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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.



Kulnura Public School 2022
Small Schools Football Gala Day 2022

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.



Kulnura Public School 2022
Stage 3 Canberra Excursion

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	40,243
Revenue	716,982
Appropriation	694,003
Grants and contributions	22,500
Investment income	478
Expenses	-695,055
Employee related	-623,058
Operating expenses	-71,997
Surplus / deficit for the year	21,927
Closing Balance	62,170

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.



Kulnura Public School 2022
KPS1 Art work

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	54,435
Equity - Aboriginal	14,292
Equity - Socio-economic	8,948
Equity - Language	0
Equity - Disability	31,196
Base Total	519,983
Base - Per Capita	9,096
Base - Location	3,407
Base - Other	507,480
Other Total	21,824
Grand Total	596,243

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.



Kulnura Public School 2022
Parliament House Canberra 2022

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.



Kulnura Public School 2022
National Institute of Sport 2022

Parent/caregiver, student, teacher satisfaction

The 2022 Tell Them From Me parent survey indicated the parents feel welcome and communication between school staff and parents scoring 8.2 compared to the NSW Government norm of 7.4. Parents are informed scored 7.2 above the NSW Government norm of 6.6. 100% of parents attended school to talk with the teacher at least once during the school year. 80% of parents attended school meetings two or three times over the year. 100% of parents indicated the school physical environment is welcoming and well maintained.

The 2022 Tell Them From Me student indicated that an average of 86% of Primary students believe that schooling is useful in their everyday life and will have a strong bearing on their future compared to NSW Govt norm of 90%. 53% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge equivalent to the NSW Govt norm. 86% of students indicated they have pride in their school.

A staff forum with teachers, admin, SLSO and GA who have been at the school for an average of 7 years, indicated that Kulnura Public School is a good place to work. The community is great and the school values and cares for its students.



Kulnura Public School 2022
Public Education Appreciation Awards 2022

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.

Aboriginal Education - School statement

Kulnura Public School values our ongoing partnership with the Cooina Local Aboriginal Education Consultative Group Incorporated (Cooina LAECG) and is committed to continuing to strengthen this partnership with our families and our local community.

Kulnura PS is committed to respectfully listen and learn from Cooina LAECG, the Central Coast Regional AECG as well as other local AECGs. Kulnura PS is committed to the foundation of trust that underpins our relationship with our local Aboriginal community and we will work together, and take our next steps, in a genuine and equal partnership.

Kulnura PS with our Aboriginal families and Aboriginal community members will strengthen collaboration between all Aboriginal communities in Aboriginal education, and together we will celebrate the successes of our students and communities.

Kulnura PS will endeavour to improve knowledge and understanding and actively listen to Aboriginal voices to build school environments that are culturally safe, eliminate racism is eliminated and develop great places to work and to learn.

Kulnura PS will celebrate the educational achievements of all Aboriginal students and educate all Australians about Aboriginal Australia.

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.

Anti-Racism - School statement

Kulnura Public School promotes respect and harmony in the school environment for all staff, students, their families and the wider community .

Kulnura PS staff and students aim to ensure that educational opportunities are fair, inclusive and enjoyable for all students regardless of their culture, language or religious background.

Kulnura PS has developed anti-racism education strategies implemented across the full range of a school's activities and lessons to support cultural acceptance and tolerance.

Kulnura PS have a nominated Anti Racism Contact Officer who undertakes regular training to fulfill the role and create respect, knowledge, tolerance and understanding of people from all backgrounds in our community and wider Australia.

Kulnura PS encourages the participation of parents and community in all activities and events of the school as an

essential component of anti- racism education. Kulnura PS encourages parents to be confident about the safety of their children, foster improved community relations within and outside the school and provides ample opportunity for collaborative home-school partnerships.

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.

Multicultural and anti-racism education - School Statement

Kulnura Public School celebrates National Day of Action Against Bullying, Harmony Day and other annual cultural events through out the year. All staff encourage and challenge all students to identify and lead anti-racism strategies that engage the interest of other students like 'be an upstander'. Students are involved in anti-racism action workshops and activities to support anti-racism initiatives, such as;

- *learning activities on the Racism. No way! website

- *learning units of work on Australian Human Rights Commission website

- *learning resources on the All Together Now website

- *learning resources on the Bullying No Way website

- *learning resources on Bully Zero website

Student lessons are taught annually across all stages of learning, as well as opportunities to publish posters and slogans of harmony and inclusion.

Staff and students also engage in Kids Helpline online learning activities with counsellors around friendship, role modelling leadership, being kid online, cyberbullying and developing resilience.



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