

# 2022 Annual Report

## Kurmond Public School



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# Introduction

The Annual Report for 2022 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

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## Message from the principal

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What an amazing year 2022 has been. It is hard to believe we are saying goodbye to our Year 6 students and welcoming a new group of Kindergarten students. I have been so impressed with all our students' ongoing resilience and determination throughout the year and their ability to make learning their focus.

It has been an honour and a privilege to once again lead Kurmond Public School in 2022. I am happy to say that despite some challenges along the way we have managed to have a relatively settled year with many events and opportunities returning to somewhat normal formats. I am always so proud of our school community and the amazing support we continue to receive from our students, staff and parents. The mutual respect we have for each other and the trust is second to none.

At Kurmond, the Department of Education's catch phrase of- Every student is known, valued and cared for has never been so true! In fact, if I could bottle the 'Wonder of Kurmond'- the community spirit, enthusiasm and support. I would share it among principal colleagues! 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.

At the end of the term, we will unfortunately farewell Mrs Fowler from the Kurmond family as she has accepted a full-time position at Comleroy PS. Not too far from us so we will still be able to see her. Mrs Fowler has shown commitment, care and dedication to our students and to our school. Her enthusiasm and connection to students under her care has been outstanding. We wish her all the very best with her new adventure; we know you will be fabulous at Comleroy Road Public School.

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. I sincerely thank you for all that you do.

To our hard-working P and 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. This year we resumed our face-to-face meetings and the attendance at these has been fabulous. Thank you! They have continued to capably run the canteen and uniform shop with wonderful volunteers each week. To those of you who are leaving us this year, I thank you for all that you have done for our school. A special mention to Lisa Evans who has been instrumental to the running of the canteen. You are leaving a huge void Lisa and there will be big shoes to fill in 2023. We will miss you, Lisa.

To our outgoing Year 6 cohort, each year I say how amazing the Grade 6 students have been and this year is no different however I can honestly say you will always have a very special place in my heart as you were KW when I was first appointed as principal at Kurmond in Term 2, 2016. I have known you right from the start and you have been responsible, courteous and safe as well as demonstrating our school motto of 'Success through Endeavour'. I wish you all the best as you move into Year 7 in your prospective high schools, and I hope you will always remember your time here at Kurmond. Lastly, remember once a Kurmond kid always a Kurmond kid! Year 6 GOOD LUCK. I know you will be

fabulous.

Congratulations to all students on a successful year; your parents and teachers are rightly proud of you. I wish you all a very Merry Christmas and a Happy New Year, stay safe, stay healthy and take some time to relax with your family and friends.

### Message from the school community

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I'd like to say a few words on behalf of the P&C, in particular I'd like to thank our amazing school community for their generous donations for this year's Christmas raffle and all other P&C fundraising events this year and of course all our members for their efforts this year. Through fundraising, running the school canteen and uniform sales, we have been able to raise funds that have gone back into our school. Some of our contributions this year have gone towards the softfall under the play equipment, the amazing new library furniture and the invaluable services of Mrs Morgan, our school chaplain. If you'd like to have more of an input into Kurmond we'd love to see you at a meeting next year. Another great way to contribute is in the canteen. If any parents or grandparents have a day available, it's a great way to interact with the kids and staff. The kids get a real kick out of seeing their loved ones in the canteen too. I'd also like to take this opportunity to say a special thanks to a long-time member of our P&C, Lisa Evans. After many years of playing a very active role within our Kurmond school community, her youngest child, Jackson will be off to high school next year. Lisa has dedicated many many hours to cooking, planning and helping in many areas of our school over the years and for that we are extremely thankful. Wishing our school community a safe break and I look forward to seeing you back at Kurmond next year.



Students reading for the Premier's Reading Challenge

## 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 lifelong 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. Focusing 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.



A prized cauliflower from the school's vegetable patch



## 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: 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

**Literacy and numeracy intervention:** \$36,200.12

**Integration funding support:** \$23,505.00

**Socio-economic background:** \$30,870.74

**Aboriginal background:** \$14,618.19

**English language proficiency:** \$3,921.03

**Low level adjustment for disability:** \$71,749.55

**Literacy and numeracy:** \$2,764.06

**QTSS release:** \$9,000.00

**Professional learning:** \$2,000.00

### Summary of progress

#### Initiative 1: Effective Classroom practice

Professional learning in 2022 focused on quality literacy teaching and gaining a deep understanding of best practice through 'What Works Best' document. Some of our QTSS allocation allowed opportunity for a collaborative culture of team-based professional learning with explicit support of teachers. These sessions provided time for professional reading, research and journal articles which then informed planning practices. Changes to LST teaching structures were also adjusted from withdrawal to in class to allow a clear focus for targeted literacy support.

As a result of the explicit focus on effective classroom practice our results of Year 1 phonics, Year 2 reading attainment and Check in assessment data in Term 4 Years 3-6 has indicated a steady improvement in students' reading achievement comparable to State attainment and above the SSSG. Next year, in this initiative we will continue to fund literacy support in classrooms and extend to mathematics, as this is where our data indicates a need.

#### Initiative 2 - Data Skills and Use

Our leadership team embarked on professional learning with Dr Fisk around a whole school approach to focus on the data. As a result of this professional learning, we were able to upskill our staff on data collection and analysis with collective ownership over student growth. A deeper dive into the impact or implications for teaching, as staff become more skilled and confident with data analysis was recognised. We will continue with this approach with a focus on the implementation on data walls in 2023.

### 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
Increase of 6% of students from the baseline to the lower bound of achieving the NAPLAN top two bands and above for reading.	An uplift of 7% from 2021 in reading and continuing to progress towards lower bound.
Increase of 9% from the baseline of students achieving expected growth in NAPLAN reading, which is the lower bound of the system-negotiated target.	Expected growth in reading cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Increase of 10% of students from the baseline of achieving the NAPLAN top two bands and above for numeracy.	15.9% of students achieved in the top 2 bands for numeracy.  24% of students in year 3 achieving the top 2 bands for numeracy.
Increase of 5% of students from the baseline achieving expected growth in NAPLAN numeracy, which is towards the lower bound system-negotiated target.	Expected growth in numeracy cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<ul style="list-style-type: none"> <li>• Value-added data in Scout for K to 3 to indicate Excelling.</li> <li>• Value-added data in Scout for 3 to 5 to maintain Sustaining and Growing.</li> <li>• Value-added data in Scout for 5 to 7 to maintain Sustaining and Growing.</li> </ul>	Value -added data cannot be calculated as 2021-2022 data is not available.
<p>Effective Classroom Practice themes - lesson planning, explicit teaching, feedback, classroom management - D/SG</p> <p>Data Skills and Use themes - data literacy, data analysis, data use in teaching, data use in planning - SG</p>	<p>As evidence in our SEF in the area of Effective Classroom Practice themes - lesson planning, explicit teaching, feedback, classroom management our self assessment indicates we are at Sustaining and Growing.</p> <p>Data Skills and Use themes - data literacy, data analysis, data use in teaching, data use in planning - SG</p>



Outdoor 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:** \$19,270.57

**:** \$20,000.00

**Professional learning:** \$10,947.06

### Summary of progress

#### • Initiative 1: Engaging, personalised curriculum - QTSS

Collaborative planning time is regularly embedded into the school timetable to allow all staff to work together when planning quality literacy and numeracy learning activities. Sessions focused on developing and refining consistent, evidence-based practices through data analysis to identify student needs and programming through backward mapping.

The DCO timetable was introduced to support our staff in embedding the authentic use of both classroom and digital technologies and professional skills. Staff identified their own learning needs which was then collated and used to target individualised support. Feedback from staff indicated an increase in confidence using a multitude of digital technologies. If this program is available in 2023 a further application will be made.

Executive staff led teams through the online microlearning modules from the Department of Education. This was done collaboratively at Professional Learning meetings to support professional dialogue and reflection. These modules improved staff's skills, knowledge and confidence around the mandatory roll out of the new syllabus documents.

#### • Initiative 2: Effective Assessment Practices

Teacher Professional learning continued to focus on each of the key learning areas to have a deeper understand of planning and assessment to reflect the diversity of achievement of our students.

The focus in 2022 was on streamlining process for literacy, specifically writing. Collaboratively staff constructed a whole school writing assessment across the school with consistent prompts, clear criteria, and both marking and student rubrics. Responsive to both inward and outward facing data such as check in; there was a shift to a grammar focus in teaching and learning programs and year 6 writing data for check in was above state average.

In 2023 the focus will be on continued professional development for our teachers to guide them through the implementation of the new syllabus and curriculum reform.

### 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"><li>• Teaching and learning programs reflect the needs of students at different levels of achievement.</li><li>• Most students can articulate their</li></ul>	Analysis of Tell them from me Teacher Survey report 2022 in the area of Collaboration the school mean was 9.2 substantially above the NSW norm or 7.8. In the area of learning culture the school mean was 8.8, 0.8 above the NSW norm of 8.0.



<p>learning and understand how they can improve.</p> <ul style="list-style-type: none"> <li>Teachers collaborate across stages and teams to share curriculum knowledge and student information to create evidence based teaching and learning programs that reflect student needs.</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Curriculum - Differentiation.</p>
<ul style="list-style-type: none"> <li>In the Learning Domain of the School Excellence Framework, the school is identified as Excelling in the area of Curriculum and Sustaining and Growing in Assessment.</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element Curriculum and Assessment.</p>
<ul style="list-style-type: none"> <li>Stage teams regularly use, analyse and respond to assessment data, developing practices and schedules that identify gaps and monitor opportunities for growth.</li> </ul>	<p>Analysis of Tell them From Me Teacher Survey report 2022, in the driver of student area 'Data Informs Practice' the school mean score 8.8 was 1.0 above the NSW norm of 7.8.</p>
<ul style="list-style-type: none"> <li>Professional learning is aligned to school goals and supports teachers to deepen practice and consider impact of professional learning on student progress.</li> <li>Reach Sustaining and Growing in at least 2 more elements than baseline and Excelling in 1 more elements</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element Learning and Development - Professional Learning.</p>



Collaborative Kurmond learners

### 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

**Location:** \$1,702.00

#### Summary of progress

- **Initiative 1: Professional Partnerships**

Chaplain Program

To ensure that every student is known, valued, and cared for, the chaplain program will continue to operate across the school, using a combination of school and community funding, including contributions from the P&C. This program provided a before school social program 3 mornings a week which provides a range of activities for students to support their social development, and the option of support for homework. This program is limited to 3 days due to funding constraints. We will continue to run this program in 2023 with our P&C support.

Attendance award

In response to a downward trend in attendance data after the extended period of remote learning in 2021 and isolation requirements related to the COVID-19 pandemic, a 95% attendance award was introduced to recognise high levels of attendance. Through the year data indicated an improvement in both full and partial attendance. 2023 will focus on the implementation of further initiatives to increase student attendance and connection.

- **Initiative 2: Educational leadership**

The school developed strategic partnerships with schools in the Hawkesbury and Windsor Principals Networks to ensure staff and students had the opportunity to connect, succeed, thrive and learn. Areas of collaboration included:

- visits to partner schools to observe quality teaching practices
- provision of professional learning from expert staff
- sharing of programs and resources

These network opportunities developed ongoing professional partnerships within our network which will continue to be nurtured in 2023.

#### 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
Increase the percentage of students attending >90% of the time to 88%, which is above the lower bound of the system-negotiated target.	In 2022 55.9% of students attending greater than or equal to 90% of the time; in comparison to DoE state of 55.5 and substantially above SSSG at 44.2%. This data has been heavily impacted by the Public Health Orders in place and floods within district at the beginning of 2022.
Wellbeing data to increase 3% from the	The schools wellbeing data indicates .51% higher than the baseline at

baseline.	87.10% in 2022.
<ul style="list-style-type: none"> <li>• 2 additional teachers to have participated in QTR in professional learning communities across stages.</li> <li>• Teachers who have participated in QTR to collaboratively develop teaching and learning programs that incorporate quality teaching elements.</li> <li>• QTR fidelity checklist shows improvement on 2021 data.</li> </ul>	Did not proceed with QTR - postponed until future due to lack of staffing.
<ul style="list-style-type: none"> <li>• Sustaining and growing in the themes of High expectations and Attendance within the element of Learning Culture.</li> <li>• Maintain Sustaining and growing in the theme of Transitions and continuity of learning within the element of Learning Culture.</li> </ul>	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture - High Expectations. We have progressed from sustaining and growing to excelling in the theme of Transitions and continuity of learning within the element of Learning Culture.



Creating Kurmond's acknowledgement of Country

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$23,505.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 1: Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSPs)</li> <li>• staffing release for targeted professional learning around the new English syllabus.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional support for students in classrooms for individual learning needs. This took the form of learning support in all classrooms for literacy during morning learning sessions. Teachers planned, delivered and evaluated learning programs to cater for individual needs with the support of their team leaders.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued support for identified students with the Learning and Support Teacher.</p>
<p>Socio-economic background</p> <p>\$30,870.74</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 1: Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through the What Works Best CESE document in explicit teaching and feedback to support student learning.</li> <li>• employment of additional staff to support the ongoing implementation of reading, writing and mathematics learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have received additional learning support in all classrooms to bridge the gap from remote learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> If funding is available in 2023, additional support will continue to be provided for students impacted by learning from home.</p>
<p>Aboriginal background</p> <p>\$14,618.19</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> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Aboriginal background</p> <p>\$14,618.19</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 1: Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Aboriginal and Torres Strait Islander students have Personalised Learning Pathways in place. Plans are shared with parents and carers and there is a shared understanding of students' learning and cultural goals. Students have been supported in their learning by a school learning support officer as per their personalised learning plans. Staff have received professional learning through the Wingaru subscription.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continuation of Personalised Learning Pathways and ongoing professional learning for all staff to support the ongoing learning of our students.</p>
<p>English language proficiency</p> <p>\$3,921.03</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 1: Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted students were supported with Personalised Learning Plans developed, implemented and evaluated. Students were supported with small group and individual learning support in all classes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continuation of Personalised Learning Plans will continue in 2023 to support the ongoing learning of students.</p>
<p>Low level adjustment for disability</p> <p>\$71,749.55</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 1: Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of LaST and interventionist teacher</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All K-6 classrooms had identified students who required additional mathematics and English learning support. Students had individual learning plans which were developed, implemented and evaluated focusing on explicit teaching practices and feedback. This was made possible with the employment of additional Learning Support Teacher time and an additional School Learning Support Officer.</p>



<p>Low level adjustment for disability</p> <p>\$71,749.55</p>	<p><b>After evaluation, the next steps to support our students will be:</b> The model will continue if funds allow in 2023. This will further support students' growth in literacy and numeracy by providing additional learning support in all classrooms.</p>
<p>Location</p> <p>\$1,702.00</p>	<p>The location funding allocation is provided to Kurmond Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 1: Professional Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Due to the school's location and the recent financial hardships experienced by some families in the last year, excursions and camps have been subsidised to allow all students to access such activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The approach will continue into 2023.</p>
<p>Professional learning</p> <p>\$12,947.06</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 2: Data skills and use</li> <li>• Initiative 1: Engaging, personalised curriculum</li> <li>• Initiative 2: Effective Assessment Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Executive team took part in professional learning to support the data collection and analysis to then drive further school improvement.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Extensive knowledge gained by the executive team to drive further school improvement. Sharing of data analysis skills with staff to allow them to look for weaknesses, areas for improvement and next steps for learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to utilise data skills for internal and external data.</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 1: Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• updating reading resources to meet the needs of students</li> </ul>

<p>Literacy and numeracy</p> <p>\$2,764.06</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Additional learning support was provided in all classrooms by a literacy and numeracy intervention teacher and a school learning support officer which led to improved outcomes for target students. Additional decodable texts purchased and quality picture books and novels for use in all classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide support with a literacy and numeracy intervention teacher for targeted students who are displaying ongoing gaps due to the effects of COVID and other factors.</p>
<p>QTSS release</p> <p>\$28,270.57</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 1: Effective Classroom Practice</li> <li>• Initiative 2: Data skills and use</li> <li>• Initiative 1: Engaging, personalised curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Stage teams worked collaboratively to plan for learning and assessment in all classrooms. They were guided by team leaders and Learning and Support teachers. Assistant principals and expert teachers modelled successful approaches to further support quality learning for all students in all classes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Collaborative planning time will continue to be provided to all teachers in 2023 to support the implementation of the new curriculum K-2 and trial for 3-6.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.12</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Initiative 1: Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Identified students received additional learning support in all classrooms K-6 delivered by a learning and support teacher and / or a school learning support officer. Students accessed additional decodable readers, quality picture books and novels to support in class learning.</p>

<p>Literacy and numeracy intervention</p> <p>\$36,200.12</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide support to identified students who display the ongoing learning gaps caused by COVID and other factors in the last 2 years.</p>
<p>COVID ILSP</p> <p>\$58,213.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers and school learning support officers to deliver small group tuition.</li> <li>• releasing staff to analyse school and student data to monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy, reading and writing and in numeracy through the Extending Mathematical Understanding (EMU) program.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Identified students provided with additional learning support in reading, writing and mathematics in small groups.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Monitor ongoing needs of students and provide additional support to students continuing to demonstrate gaps in their learning.</p>



Staff dress up for Book Week 2022

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	78	78	67	62
Girls	78	77	79	80

Our total enrolments have continued to decline with the ongoing impact of the authentic implementation of the Department of Education's enrolment policy.

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	96.0	94.1	89.8
1	94.9	94.2	91.9	86.7
2	95.2	96.5	93.5	83.2
3	95.9	94.7	93.4	86.1
4	96.5	94.1	94.4	90.5
5	95.5	94.5	92.2	86.2
6	94.8	94.0	91.8	87.5
All Years	95.4	94.7	93.0	87.2
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

Our school's attendance procedures have continued to support students to attend school each day. Ongoing contact with parents and encouragement of all students to improve their attendance following the effects of COVID-19. Teaching and administration staff have followed up on students' absences and have provided opportunities for flexible learning if students were isolating or were experiencing flu-like symptoms.

### 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

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.8
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.81

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	21,598
<b>Revenue</b>	1,779,914
Appropriation	1,686,918
Sale of Goods and Services	5,805
Grants and contributions	86,658
Investment income	533
<b>Expenses</b>	-1,807,123
Employee related	-1,522,076
Operating expenses	-285,047
<b>Surplus / deficit for the year</b>	-27,209
<b>Closing Balance</b>	-5,611

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	23,505
<b>Equity Total</b>	121,160
Equity - Aboriginal	14,618
Equity - Socio-economic	30,871
Equity - Language	3,921
Equity - Disability	71,750
<b>Base Total</b>	1,331,922
Base - Per Capita	36,891
Base - Location	1,707
Base - Other	1,293,324
<b>Other Total</b>	111,262
<b>Grand Total</b>	1,587,848

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

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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



# Parent/caregiver, student, teacher satisfaction

## Parent / caregiver survey

In the 2022 Tell Them From Me parent and carer survey, there are 7 measures which indicate the school's results compared are significantly higher than the state norm measured with a ten-point scale. In terms of two-way communication with parents and carers feeling welcome, the school mean was (8.8) and the NSW Govt Norm was (7.4). This included parents indicating they felt welcome when they visited the school, (9.5) they could easily speak with their child's teachers (8.7). They felt they are well informed about school activities (9.5) and teachers listen to their concerns (8.2). Additionally, they felt they could speak with the school principal (9.5). The written information from the school was in clear, plain language (8.7) and the school's administrative staff were helpful when they had a question or problem. (9.3).

In terms of parents feeling informed, the school mean was (7.2) and the NSW Govt Norm was (6.6). Parents indicated that reports on their children's progress were written in a manner which could easily be understood. with a (7.4) point scale. They also indicated that if there were concerns with their child's behaviour at school, the teachers would inform them immediately, this was at a (8.0) scale.

Ninety-four percent of parents and carers who completed the survey indicated that since the beginning of the school year, they had talked with a teacher about their child's learning or behaviour. Additionally, 100% indicated that since the beginning of the school year, they had attended meetings e.g., parent-teacher meetings or social functions at the school.

In terms of the school supporting learning, the school mean was (7.8) compared to the NSW Govt Norm of (7.3). The results demonstrated teachers have high expectations for students to succeed. with a (7.8) point score. Parents and carers felt that teachers showed an interest in their child's learning. with a (8.2) point score. Similarly, they indicated their child is encouraged to do their best work. with a (8.5) point score.

The 2022 Tell Them From Me parent and carer survey questions regarding the school supporting positive behaviour, the school mean was substantially higher at (8.9) than the NSW Govt Norm (7.7). Parents' responses to teachers expecting children to pay attention in class. was 8.8 and teachers maintaining control of their classes. was at (8.2). Parents and carers indicated their children were clear about the rules for school behaviour with a (9.1) scale score. Pleasingly, parents and carers recognised that teachers devote their time to extra-curricular activities. with an overwhelming (9.4) point score.

In the section whereby parents and carers are asked about safety at school, the school score is (8.1) compared to the NSW Govt Norm of (7.4). Parents indicated their child feels safe at school. with a (9.5) point score. They also responded that their child feels safe going to and from school with a (9.0) point score.

The perception of the school facilities by parents and carers surveyed is that 100% agreed the physical environment of the school is welcoming and 88% believe the school is well maintained. and easy to access and move around.

100% of parents and carers who completed the survey indicated they would recommend the school to other parents.

## Teacher survey

In the Tell Them From Me teacher survey, there are eight drivers of student learning.

### Leadership

The first being leadership where the school's overall point score was (9.0) compared to the NSW Govt Norm of (7.1). This included areas such as school leaders helping teachers establish challenging and visible learning goals for students. School leaders providing guidance for monitoring student progress. Teachers and school leaders have created a safe and orderly school environment and lastly school leaders have supported teachers during stressful times.

### Collaboration

The school mean for collaboration was (9.2) compared to the NSW Govt Norm which was (7.8). This included such areas as teachers working with other teachers in developing cross-curricular or common learning opportunities and teachers talking with other teachers about strategies that increase student engagement.

### Learning culture

The school mean for learning culture was (8.8) compared to (8.0) for the NSW Govt Norm. This included areas such as discussing the learning goals and monitoring the progress of individual students. As well as setting high expectations for student learning.

### *Data informs practice*

The school mean was (8.8) compared to the NSW Govt Norm of (7.8). This included areas such as assessments helping teachers understand where students are having difficulty. Using results from formal assessment tasks to inform lesson planning.

### *Teaching strategies*

The school mean was (8.5) compared to the NSW Govt Norm of (7.9). This included areas such as linking new concepts to previously mastered skills and knowledge and students receiving feedback on their work that brings them closer to achieving their goals.

### *Technology*

School Mean was (7.6) compared to the NSW Govt Norm of (6.7). Among the highest-ranking areas were that students have opportunities to use computers or other interactive technology to research, analyse, organise, and present subject matter.

### *Inclusive school*

The school mean was (9.0) which was higher than the NSW Govt Norm of (8.2). Among the highest-ranking areas being that teachers strive to understand the learning needs of students with special learning needs and establish clear expectations for classroom behaviour. Teachers also identified that they develop and implement individual education plans to set goals for students with special learning needs and create opportunities for success for students who are learning at a slower pace.

### *Parent involvement*

2022 proved to be a challenging year for parent involvement however, we continued to encourage parents into the school and strengthen our partnerships by continuing to provide them with a choice of face to face, phone and Zoom meetings. The school mean in this area was (7.4) and the NSW Govt Norm was (6.8). Teachers indicated they were in regular contact with the parents of students with special learning needs. and make an effort to involve parents and other community members in creating learning opportunities. Another high-ranking area was that parents are regularly informed about their child's progress.

In the 2022 Tell Them From Me Teacher Survey, the overall perception of the school's facilities was extremely positive with 100% of teachers agreeing or strongly agreeing with the following statements: the school is well maintained, the facilities support effective teaching practices, students focus on their learning and that there is a sense of belonging for students.

Similarly, 100% of teachers strongly agreed to all the following statements: school leaders in my school are leading improvement and change, school leaders clearly communicate their strategic vision and values for our school, the school is a welcoming place for all students and the school is a culturally safe place for all students.

### **Student survey**

At Kurmond Public School, The Tell Them From Me surveys are conducted twice a year. In 2022 Semester 2, sixty-six students in Years 4, 5 and 6 completed the survey.

The students' results indicate 89% participate in school sport other than in a physical education class which is above the NSW Govt Norm of 83%. The school's results demonstrated a higher percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee. The difference being 5%.

In terms of students having positive relationships, 81% of students indicated they have friends at school they can trust and who encourage them to make positive choices. Additionally, 90% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

There was a dramatic difference between the school's mean and the NSW Govt Norm in the survey results for students with positive behaviour at school with 92% compared to the NSW State Norm of 83%. these figures referred to students that did not get in trouble at school for disruptive or inappropriate behaviour. Questions which referred to the effort students place to succeed in their learning was 85% meaning they tried hard to succeed.

In terms of the effective use of learning time, the school's mean was 8.4 which was above the NSW Govt Norm. Students indicated that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. Questions referring to explicit teaching practices and feedback were considerably higher than the NSW

Govt Norm. The school's results were 8.1. Students indicated that teachers set clear goals for learning, establish expectations and check for understanding and provide feedback.

The questions relating to students being victims of bullying, the school's survey results were 10% lower than the NSW Govt Norm. This has remained considerably lower than the State Norm since first starting the Tell Them From Me Surveys in 2017 and is consistently low for both boys and girls. Pleasingly, 84% of students stated they knew where to seek help at school if they experienced bullying or saw someone else being bullied, they knew where to can go for help.

In terms of advocacy at school, the school mean was 8.1 which was once again higher than the NSW Govt Norm. These questions refer to students feeling they have someone at school who consistently provides encouragement and can be turned to for advice.

The school's results for having a positive learning climate was slightly higher than the NSW Govt Norm with students indicating they understand there are clear rules and expectations for classroom behaviour. Additionally, the school's survey results for expectations for success are similar to the NSW Govt at Norm at 8.6 with school staff emphasising academic skills and hold high expectations for all students to succeed.

When asked about school pride, 79% of students surveyed stated they felt proud of their school. In terms of retrieval practices, 85% of students stated their teacher takes time in class to ask them to remember and explain things they have been taught before and 66% of students indicated they expect to go to university when they finish high school.

90% of students surveyed indicated they had medium to high perseverance levels regarding the extent to which they could pursue their goals to completion, even when faced with obstacles. When asked about positive growth orientation, 79% of students indicated they set challenging goals for themselves in their schoolwork and aim to do their best. This was on par with the NSW Govt Norm.

Students were also surveyed about their classrooms and the results were positive: 82% agree or strongly agree that everything works in their classrooms and 84% agree or strongly agree that their classrooms are clean and well looked after. Similarly, over 80% of students indicated the playground is clean and well looked after, over 90% recognise the library and canteen are clean and well looked after.



Kurmond's winning Monster at Richmond Marketplace. The school community were instrumental in supporting this competition for an outright win!

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Aboriginal Education - School statement

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The school promotes respect for the unique and ancient culture of the Aboriginal people and communities in the following forms:

- Acknowledging the traditional custodians of the land at all assemblies and gatherings; and
- Integration of Aboriginal perspectives across Key Learning Areas so students develop deep knowledge.

In 2022, Kurmond Public School was involved in:

- Ensuring Personal Learning Plans for all Aboriginal students were completed and implemented in order to improve educational outcomes and increase participation of Aboriginal students.
- Targeted students identifying as Aboriginal or Torres Strait Islander backgrounds were supported in their Literacy and Numeracy development.
- NAIDOC week and its significance was promoted to all students.

## Anti-Racism Policy

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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

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In 2022, the school has continued to raise the awareness of multicultural and anti-racism matters. Discussions on cultural practices were incorporated into classroom teaching and learning programs, incidentally and as outlined by the syllabuses.

There were no matters referred to the Anti-Racism Contact Officer (ARCO) throughout the year. Telephone interpreters were made available throughout the year for use during parent / teacher interviews although none were required.

## Multicultural Education Policy

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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

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Harmony Day at Kurmond PS was celebrated in classrooms with learning experiences organised in each class. Students completed a range of activities to support their understanding of the importance of celebrating one another and to reinforce the significance of inclusiveness. The day was dedicated to celebrating and embracing cultural diversity and the feeling of belonging. Multicultural perspectives are embedded in all learning programs for all classes.

## Other School Programs (optional)

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### School chaplain

The program supports positive student wellbeing at the school. It is 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 team 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.

The program started in 2018 and is now in its sixth 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.

In 2022, Mrs Morgan delivered the Drumbeat program to Stage 2 and 3 classes, guitar lessons and in class support with art lessons. 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.

### Debating

The diligent 2022 debaters had an amazing winning streak in 2022 under the guidance of Mrs O'Connor and Mrs Holt. They became Zone Champions with their decisive, devoted and dependable manner. Throughout the competition they demonstrated outstanding teamwork as they battled it out with each local school. The Kurmond Dynamic Debating team was undefeated! They progressed to the Regional knockouts and were unfortunately defeated by Beresford Road PS in the 2nd round of the knockouts.

On all occasions the adjudicators commented on the team's well-structured presentations, rebuttals and expanded points. Congratulations to the 2022 team, Mrs O'Connor and Mrs Holt on their outstanding efforts and achievements.

### Choir

Throughout 2022, students in the school's choir rehearsed each week with Mrs Oram and had the opportunity to perform as part of the Arts Alive Choral Festival and at school at assemblies and school concerts. The students sounded superb in the most fabulous backdrop of the majestic Sydney Town Hall. Thank you Mrs Oram and Mrs Morgan for providing this amazing opportunity for the students which they will no doubt remember forever!

### Dance

Thirty students from Years 1 to 6 made up the energetic 2022 dance group. They diligently rehearsed each week to perfect their Aladdin Arabian Nights dance routine and performed beautifully at each performance. The highlights for 2022 was performing at the Synergy Dance Festival, The Blue Mountains Dance Festival as well as the Hawkesbury Dance Festival. Additionally, the group performed for their peers at the school Christmas Concert and received many accolades. Congratulations to the dancers and to Ms Foster for all their efforts and commitment to their performances throughout 2022.

### Sports programs as reported by the 2022 sports leaders: Jasmine, William, Jackson, Suzie, Lacey and Sophie

After 2 years of interruptions to school sport, we have come back with a bang this year. Our first event for the year was our swimming carnival, held at Richmond Pool. Thirteen students achieved outstanding results and were able to represent Kurmond at the the Hawkesbury Zone swimming carnival. At this carnival, Remy and Sophie both achieved fantastic results which meant they were chosen to represent Hawkesbury and compete at the Sydney West Swimming Championships. Sophie was crowned Hawkesbury age champion for the second year in a row. Both Remy and Sophie proved they are the best of the best, progressing to the NSW PSSA carnival at the Sydney Olympic Park Aquatic Centre in March.



In Term 1, we had the first of our coaching programs for the year - tennis. This was followed by netball in Term 3 and gymnastics in Term 4. All of these programs were funded through grants including Sporting Schools and Australian Tennis Foundation, which meant students received these sessions free of charge.

The second school carnival of the year was cross country. Everyone did a great job running multiple laps of the school and 45 students represented Kurmond at the Hawkesbury Zone cross country carnival at Hawkesbury Showgrounds. We had 4 amazing runners amongst the best in the Hawkesbury, with Hudson, Jenson, Jacob and Evie going on to compete at the Sydney West Carnival at the Sydney International Equestrian Centre.

Through PSSA, students have the opportunity to shine in a broad range of sports. We had a number of students selected to represent Hawkesbury in Zone teams including Rafael and Jackson in soccer and Lacey in basketball. Harry and Evie were selected to represent Sydney West in golf and played at the NSW state championships at Moorebank and Barden Ridge in September.

Our biggest whole school carnival for the year is the athletics carnival. We had a great day at McMahon's Park and 26 students qualified to represent Kurmond at the Hawkesbury Zone athletics carnival. The great results continued with Jackson and Jenson placing high enough to continue on to the Sydney West carnival. Jackson was outstanding across a range of events and was named Hawkesbury age champion. At the Sydney West carnival, Jackson jumped long and high and qualified for the NSW PSSA state carnival, held at Homebush. What a great achievement!

Students from Stage 1 to Stage 3 were able to participate in a number of Gala days including futsal, netball, soccer, OzTag and basketball. At these days, students were able to try new skills and represent our school, displaying great sportsmanship and trying our best. Students in Years 2, 3 and 4 also tried their best while participating in the School Swimming Scheme. It was great to have sport back this year and we look forward to more in 2023.



Some of the sporting highlights from 2022