

2022 Annual Report

Kurrajong North Public School



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Introduction

The Annual Report for 2022 is provided to the community of Kurrajong North Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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School vision

Kurrajong North Public School believes in providing a supportive, inclusive and stimulating environment which is relevant, challenging and comprehensive. Our vision is to provide equitable opportunities for all students to maximise their potential and become self-driven learners through promoting a culture of quality education, high expectations and effective feedback.

We see our parents and broader community as valued partners in developing the ethos of our school. We believe that developing collaborative partnerships within and beyond our school will enable our students to become global citizens who follow our core school values - respect, responsibility and resilience. As a small community school we strive for collaborative practice, open communication and a commitment to the pursuit of excellence.

School context

Kurrajong North Public School is a dynamic primary school nestled in an escarpment of the Blue Mountains overlooking the Sydney Basin. Student enrolments have ranged between 68 and 88 over the last five years. At present 8% of our students identify as Aboriginal and 12% from a non-English speaking background. The Darug and Kurrajong people, the traditional custodians of the community, have a strong representation and presence in the school.

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

Kurrajong North Public School has one Teaching Principal who delivers Learning and Support programs and three full-time classroom teachers. There is an Assistant Principal, Curriculum and Instruction one day per week who also works an additional day every week as out teacher librarian. The school's School Administration and Support Staff include one School Administrative Manager, one part-time School Administrative Officer, one School Learning Support Officer and a part-time General Assistant.

Kurrajong North Public School is well supported by a highly active and engaged parent community and P&C. The school is a valued member of the Colo Learning Community comprising of the nine local primary schools who are feeder schools to Colo High School. Kurrajong North Public School also has strong ties with the Small Schools Community which is made up of twelve primary schools across the Hawkesbury and Windsor networks.

Kurrajong North Public School has undertaken a comprehensive Situational Analysis which has involved deep consultative processes with the school community and key stakeholders including the staff, students, parent community and the broader community, to develop the Strategic Improvement Plan 2021-2024. The school will be working towards 2 strategic directions which were determined through further consultation with the school community and addressed the needs identified across learning, teaching and leading. The strategic directions include *Student Growth and Attainment* with a focus on reading and numeracy across 'Effective Classroom Practice' and 'Effective Use in Data', and *Excellence in Collaborative Practice and Inclusivity* with a focus on strengthening a 'Personalised Learning Culture' and establishing strong partnerships through 'Collaboration and Community Engagement'.

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	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	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Purpose

To maximise student learning outcomes in reading and numeracy in order to build strong foundations for success, we will further develop, refine and sustain evidence-based teaching practices that are responsive to data-driven learning needs of our students. We will provide an environment of high expectations and effective feedback where student learning is regularly monitored to guide the direction of explicit teaching and engaging learning programs. .

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.

- Effective Classroom Practice
- Effective Use of Data

Resources allocated to this strategic direction

Literacy and numeracy: \$11,784.00

Low level adjustment for disability: \$11,492.00

Professional learning: \$4,348.00

QTSS release: \$18,158.00

Per capita: \$859.00

Location: \$1,650.00

Summary of progress

During 2022, the school undertook range of activities to develop a consistent, whole-school approach to planning and delivering lessons where key components of every lesson were defined, planned for, observed and evaluated with a focus on literacy and numeracy. Alongside this, data collection was centralised with key timeline documents developed and evaluation processes devised in order to ensure the data collected provided valuable information to inform future teaching and learning. The synthesis of these initiatives has led to meaningful progress towards achieving success as detailed in the Strategic Improvement Plan Success Criteria. Activities the school engaged in within this strategic direction were:

- Initiation of whole-staff professional reading sessions - Fortnightly discussions on current research and key publications
- Whole staff engagement with the work of John J SanGiovanni - Productive Struggle in Mathematics
- Collaborative development of school Mathematics Essential Agreement
- Creation of mathematics observation tool based on the elements of the Mathematics Essential Agreement
- Scheduled peer observation sessions using observation tool
- Development of a whole-school framework for teaching problem-solving tools in mathematics (adapted from Scholastic problem-solving strategies and the work of George Polya (1945))
- Refinement and completion of all English scope and sequence documents and content tracking procedures devised and initiated
- Collaborative planning sessions for development of termly English knowledge organisers and block planners for Writing
- Development of clarity and consistency around K-6 programming expectations in English
- Emphasis on development of whole-class and differentiated learning intentions for modelled, guided and independent teaching and learning

The impact of these activities in the area of effective classroom practice is evident in the increase in teacher understanding of what a quality mathematics lesson looks like from the perspective of the teacher and the students. The mathematics essential agreement defined the elements of every mathematics lesson expected for each classroom which made practice consistent across classrooms. The professional reading sessions provided a valuable platform for discussion which brought out varying opinions regarding the types of tasks we are asking students to do in mathematics. While some of these conversations were challenging, it highlighted where differences of opinion existed and clarified the need to go back to current research into what has been shown to have the greatest impact on student achievement in mathematics. The explicit teaching of problem-solving tools in a way that uses consistent language across classrooms was an important step for our students given that data collected by teachers on class assessment of number processing skills differed to data on word-problem based assessments, such as 'check in' or NAPLAN. The impact of this will be evaluated in coming years.

The impact of these in the area of effective use of data is seen through the tracking of students writing samples against the NAPLAN marking criteria, which is now feeding into content selection for English units of work. This is evidenced

through the knowledge organisers produced for each term of learning this year. We have also become more efficient in tracking content now that we have all English scope and sequence documents in place and collated for each class with tracking procedures set in place. This will be particularly helpful in coming years and teachers will be able to clearly see what has been taught through morning routine and through explicit instruction.

Next year, in this strategic direction, we will have a greater focus on educational research when deciding on a path forward in mathematics. As part of this process, we will collect student and parent voice data pertaining to mathematics and engage in Instructional Rounds to develop a broader network of schools focusing on improved practice. We will not continue with Origo in K-2 classes given the new syllabus, and we will not continue with Origo in 3-6 classes beyond 2023. While we will continue with Moderated Writing in 2023, we will collect both hot and cold writing samples for each unit of work in order to make this process more formative and guide teaching, as opposed to only summative. We will also be aligning our teaching of writing and reading comprehension to the processes outline by Pie Corbett in his 'Talk for Writing' book.

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"> There will be a 6% uplift from the baseline percentage in students achieving expected growth in numeracy. 	Growth data for 2022 is not available since NAPLAN was not sat in 2020 due to COVID-19.
<ul style="list-style-type: none"> There will be a 5% uplift from the baseline percentage in students achieving expected growth in reading. 	Growth data for 2022 is not available since NAPLAN was not sat in 2020 due to COVID-19.
<ul style="list-style-type: none"> 100% Equity groups achieving expected minimum growth in reading. 100% Equity groups achieving expected minimum growth in numeracy. 	Growth data for 2022 is not available since NAPLAN was not sat in 2020 due to COVID-19.
<ul style="list-style-type: none"> There will be an 11% uplift from the baseline data for Year 3 and Year 5 students achieving in the top two bands in NAPLAN Numeracy. 	42.11% of Year 3 and 5 students achieved in the top two bands in NAPLAN numeracy indicating that we have achieved our annual upper bound trajectory target for 2022.
<ul style="list-style-type: none"> There will be a 10% uplift from the baseline data for Year 3 and Year 5 students achieving in the top two bands in NAPLAN Reading. 	52.63% of Year 3 and 5 students achieved in the top two bands in NAPLAN reading indicating that we have achieved our annual lower bound trajectory target for 2022, which is a 6.42% uplift from baseline data.
School Excellence Framework <ul style="list-style-type: none"> School Excellence Framework element 'Professional Standards - Literacy and numeracy focus' - Sustaining and Growing School Excellence Framework element 'Effective classroom practice' - Sustaining and Growing School Excellence Framework element 'Data skills and use' - Sustaining and Growing 	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at Sustaining and Growing in the Professional Standards element for the theme of 'Literacy and Numeracy Focus'.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at Sustaining and Growing in the Effective Classroom Practice element.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at Delivering in the Data Skills and Use element. While two out of four elements were assessed as Sustaining and Growing (Data Literacy and Data Use in Teaching), the other two elements (Data Analysis and Data Use in Planning) were assessed as Delivering, highlighting areas for continued focus in 2023.</p>

Strategic Direction 2: Excellence in Collaborative Practice & Inclusivity

Purpose

To strengthen partnerships with our school community and partner schools which enable improved student learning and teacher capability. We will develop processes which are collaborative, supportive and inclusive within and beyond the school. Our school community will establish a culture of high expectations, shared authentic learning and effective partnerships to address the wellbeing, curriculum and cultural needs of 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.

- Personalised Learning Culture
- Collaboration & Community Engagement
- Excellence in Attendance

Resources allocated to this strategic direction

Socio-economic background: \$5,659.00

English language proficiency: \$4,305.00

Per capita: \$20,872.00

Low level adjustment for disability: \$9,209.00

Aboriginal background: \$6,558.00

Professional learning: \$3,850.00

Summary of progress

During 2022, the school engaged in a range of activities to improve the level of personalised learning throughout the school. Teachers' capacity to assess student needs, then plan, document and deliver teaching and learning to target these needs was a key focus and this was closely aligned to our work in improving our data practices. Communication and collaboration with parents and other key stakeholders was also a key priority to ensure that each student is supported in their learning. A significant emphasis was working with the P&C to reconnect parents with the school and each other after two years of COVID and natural disasters. Various events were held both at school and off site to make parents feel more connected. A conscious effort was made by teachers to engage parents in their child/ren's learning through regular phone contact and meetings. Activities the school engaged in within this strategic direction were:

- Revision of Individual Education Plan template, review schedule, parent communication protocols and key assessment links
- Maintaining an SLSO 0.6FTE over four days per week to work with staff to manage assessment and data collection, and support students in working towards goals set in their individual education plans (IEPs) and personalised learning pathways (PLPs)
- Regular scheduled meetings (every 5 weeks) between each class teacher, the SLSO and learning support teacher to review student progress towards goals documented in IEPs
- Scheduled and recorded meetings between teachers and parents to share and discuss IEPs and PLPs
- Full implementation of Second Step program (social and emotional learning) with parent portals and regular parent messaging
- Speech therapist engaged to work with Aboriginal students with receptive/expressive language concerns in Terms 3 & 4
- Review of strategies for rewarding positive behaviour in the playground to ensure consistent language and expectations between teachers
- Introduction of 'Star Awards' system - a weekly reflection process on Fridays between each student and their teacher to review the student's demonstration of the weekly focus, linked to cumulative awards
- Purchase of reading resources to ensure all students, but particularly struggling readers in 3-6, have access to reading material that is both engaging and decodable
- Three-way interviews with parent feedback forms
- Introduction of attendance awards each term for students who attended school 90+%, 95+%, 98+% and 100%

The impact of these activities in the area of personalised learning culture was that every student with an identified academic or social and emotional need had a Individual Education Plan which outlined SMART goals. These goals were reviewed every five weeks. Each IEP listed the strategy that would be employed and the person responsible for carrying out the plan. This was all done in close consultation with the Learning Support teacher and the School Learning Support Officer so that there was a team of people working on bridging the gap for these students. These documents, as well as Personalised Learning Pathways for our Aboriginal students, were shared and reviewed at regular intervals with parents and the child. Parent feedback from the Three-Way Interviews indicated that this process was highly valued by parents

and will be a practice that continues into the future. The engagement of the speech therapist was an important initiative, both for providing an important service for our students, and as a way of connecting with our Aboriginal families. Feedback from the initiative was extremely positive with the parents involved in the program indicating that they felt particularly supported by the school.

The impact of these activities in the area of collaboration and community engagement was that almost all parents with children requiring additional support were involved regularly throughout the year in setting SMART goals for their child through the IEP and PLP processes, and thus developing a shared responsibility for learning. The three-way interviews were again pivotal to establishing relationships with families focused on their child/ren's wellbeing and learning. While Class Dojo has proven to be an excellent communication tool, given that it is no longer supported by the Department of Education, we will be revising our strategy in 2023 to look at other ways we can keep parents informed and involved in their child/ren's learning.

The impact of these activities in the area of excellence in attendance was that we saw a significant improvement in student attendance after the effects of COVID in Term 2. Those attending school more than 90% of the time rose 18% from Term 2 to Term 4 where 77% of students attended more than 90% of the time. This demonstrates that the strategies we have implemented have shown to be taking effect and we look forward to seeing this continue 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
Staff collaborative practice and collegial partnerships <ul style="list-style-type: none"> Teaching programs embed strategies to record effective feedback, high expectations and explicit teaching. 80% of teachers participate in-class observations to gain a collective understanding of best practice across the school. 20% of teachers engage in collegial discussion across the network to share best practice. 40% teachers participate in high-quality collaborative practice across the school network 	<p>All class teaching and learning programs demonstrate planned explicit teaching strategies and high expectations. Classroom observations focused on questioning techniques and differentiation in mathematics. This will be a continued focus in 2023.</p> <p>100% of teachers participated in peer observations of both face-to-face and online learning with observations being recorded and discussed at planned meetings between teachers and the principal.</p> <p>25% of teachers engaged in collegial discussion with schools in the Hawkesbury and Windsor networks to share best practice strategies.</p> <p>No teachers engaged in collaborative practice across the network as a result of COVID-19 restrictions which limited the ability of staff to engage in network meetings, planning days or professional learning across schools.</p>
School Excellence Framework <ul style="list-style-type: none"> School Excellence Framework element 'Learning Culture' - working towards Sustaining and Growing School Excellence Framework element 'Learning and Development' - working towards Sustaining and Growing School Excellence Framework element 'Wellbeing' - working towards Sustaining and Growing 	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at Sustaining and Growing in the Learning Culture element.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at Sustaining and Growing in the Learning and Development element.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at Sustaining and Growing in the Wellbeing element.</p>
School community partnerships <ul style="list-style-type: none"> 50% of parents/carers connect with their child's teacher through Class Dojo to reflect on and contribute to student learning journey. 70% of parents/carers actively contribute to Student Adjustment and Support Programs and Personalised Learning Pathways documents 40% of parents/carers contribute to their child's learning goals on a regular basis with a commitment to developing a shared responsibility for learning. 	<p>100% of parents and carers were connected to their child's teacher through Class Dojo where teachers regularly posted about the learning journey of students.</p> <p>73.3% of parents engaged in the Individual Education Plan process and 66% of Aboriginal families contributed towards the development of Personalised Learning Pathway documents.</p> <p>Three-way interviews were attended by 94% of families where goals were collaboratively set for students with parent, student and teacher contribution.</p>

<p>Attendance</p> <ul style="list-style-type: none"> • 95% of students attend school at least 90% of the time. 	<p>65.5% of students attended school at least 90% of the time. While this is well below the target, Terms 1 and 2 were significantly impacted by COVID and the flu.</p> <p>An upwards trend of students attending school at least 90% of the time shows that school-wide attendance is improving and moving towards the school attendance goal.</p>
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Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$5,659.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kurrajong North 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"> • Personalised Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of a School Learning Support Officer (SLSO) to support delivery of individual education plans (IEPs) for identified students. <p>The allocation of this funding has resulted in the following impact: Targeted students have received regular individualised instruction and retrieval practice. The SLSO was also able to support teachers in delivering one-on-one assessments to identify specific learning needs and regularly revise goals in IEPs.</p> <p>After evaluation, the next steps to support our students will be: After revision of the whole school assessment schedule, we will be able to clearly articulate when students are to receive which assessments and plan for how to use our SLSO to review IEPs over five-week cycles. This will improve the monitoring of educational outcomes for students and ensure targeted instruction for those who need it.</p>
<p>Aboriginal background</p> <p>\$6,558.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kurrajong North 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"> • Personalised Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Weekly speech therapy services for identified students throughout Term 3 and 4 • Speech therapy assessments conducted for two identified Aboriginal students in September holidays <p>The allocation of this funding has resulted in the following impact: Through specialised assessment and support, identified students' speech concerns were clearly determined and addressed. All students who received speech therapy services demonstrated improvement based on pre- and post-assessment.</p> <p>After evaluation, the next steps to support our students will be: Some students will require ongoing support with speech therapy. We need to follow up to ensure that parents are responsive to the outcomes of post-assessment by seeking external follow up. The engagement of these services were particularly valuable and we will assess the next cohort to see if others may benefit from it.</p>
<p>English language proficiency</p> <p>\$4,305.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kurrajong North Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>English language proficiency</p> <p>\$4,305.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Combined with other funding sources, a School Learning Support Officer (SLSO) was hired during literacy blocks to support identified students to develop their phonics, reading fluency and vocabulary, in line goals set in Individual Education Plans (IEPs).</p> <p>After evaluation, the next steps to support our students will be: After evaluating and revising our assessment schedule in 2023, we will assign regular tasks to our SLSO in order to ensure IEPs are regularly informed by recent data.</p>
<p>Low level adjustment for disability</p> <p>\$20,701.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kurrajong North 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"> • Effective Classroom Practice • Personalised Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff member in order to enable the running of stage-based mathematics groups, thus reducing the number of students in these classes and aligning stage-based content <p>The allocation of this funding has resulted in the following impact: Our Essential Agreement (EA) in Mathematics is now published and in place. Staff have conducted peer observations based on the elements of the EA and elements of practice identified for improvement. Stage-based maths groups have allowed teachers to more effectively differentiate and target individual needs of our students.</p> <p>After evaluation, the next steps to support our students will be: A full review of maths practices will be conducted in 2023 as the new syllabus documents are introduced. Origo will not be taught in K-2 in 2023. It will also be phased out for 3-6 classes in 2024 when the 3-10 syllabus is due for implementation.</p>
<p>Location</p> <p>\$1,650.00</p>	<p>The location funding allocation is provided to Kurrajong North 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: In conjunction with QTSS funds, this allowed the principal to be released 0.2FTE for the year for the purposes of peer observations This was used either for the principal to conduct demonstration lessons, observe teachers, or release teachers to observe each other.</p>

Location \$1,650.00	<p>After evaluation, the next steps to support our students will be: We will take part of Instructional Rounds in 2023 to make the peer observation process more formalised and targeted. These funds will be used in 2023 to supplement teacher release in order to take part of this program.</p>
Professional learning \$8,198.00	<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 Kurrajong North 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"> • Effective Classroom Practice • Personalised Learning Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging education consultant to conduct professional learning for staff • Four days of additional teacher release for infants teacher to prepare for delivery of new syllabus documents in 2023 <p>The allocation of this funding has resulted in the following impact: The release of teachers to engage in professional learning around student-centered learning intentions and success criteria had a noticeable impact on visible learning practices. The time available for our infants teacher to prepare for new curriculum implementation was invaluable and ensured that we started the year with clearly defined plans in place.</p> <p>After evaluation, the next steps to support our students will be: Professional learning funds in 2023 will be used to target numeracy with teachers being released to work collegially with their stage counterparts in the two neighbouring small schools on mathematics programming and task design.</p>
Literacy and numeracy \$11,784.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kurrajong North Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • teacher release to engage staff in learning about the new assessments available in ALAN which map to PLAN 2 <p>The allocation of this funding has resulted in the following impact: Staff were given additional time to engage in new practices around planning mathematics instruction using formative assessment. This involved becoming more confident in administering and interpreting the new Interview for Student Reasoning (IfSR) assessments for whole number. Time was also given to learning more about how to use formative assessment to proactively plan lesson modifications in order to meet the needs of all learners.</p> <p>After evaluation, the next steps to support our students will be: The IfSR will be written into the assessment schedule for 2023 and will be used as a key source of student achievement data.</p>
QTSS release	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$18,158.00</p>	<p>improve teacher quality and enhance professional practice at Kurrajong North 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: The staff have continued a sustained focus on writing throughout the year. Release has been given for staff to undertake the time-intensive process of marking work samples each term against the 10 NAPLAN criteria and there is a growing confidence that all staff are making comparable judgments. A staff member was released in Term 4 to engage in high-impact professional learning around sentence structure. This was highly valued by all staff members.</p> <p>After evaluation, the next steps to support our students will be: Staff need to go to the next step for writing which is Talk for Writing. Now that they have a framework for teaching students effective planning strategies, we need to embed written language structures into spoken language patterns. This will be a focus for 2023.</p>
<p>COVID ILSP</p> <p>\$22,813.00</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: The students supported through this program demonstrated significant growth in all of their identified areas.</p> <p>After evaluation, the next steps to support our students will be: Continual monitoring of students who present as being impacted by COVID isolation.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	37	45	41	30
Girls	45	44	45	41

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.3	95.7	95.2	90.8
1	96.1	97.4	92.9	91.5
2	95.9	97.4	94.1	91.8
3	95.9	96.7	98.1	90.2
4	95.9	97.1	92.5	94.6
5	94.3	95.6	93.9	89.9
6	95.9	95.5	91.8	90.9
All Years	95.8	96.4	93.7	91.4
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.45
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*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.

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	97,221
Revenue	956,070
Appropriation	881,773
Sale of Goods and Services	1,236
Grants and contributions	72,078
Investment income	982
Expenses	-866,024
Employee related	-747,580
Operating expenses	-118,444
Surplus / deficit for the year	90,046
Closing Balance	187,267

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	37,616
Equity - Aboriginal	6,951
Equity - Socio-economic	5,659
Equity - Language	4,305
Equity - Disability	20,702
Base Total	723,908
Base - Per Capita	21,730
Base - Location	1,650
Base - Other	700,527
Other Total	42,151
Grand Total	803,676

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Students and parents completed satisfaction surveys as part of the annual Tell Them From Me Survey, and also internally developed surveys.

In the parent and caregiver survey, 25% of parents submitted a response which is an improvement on previous years. Data indicated we were ahead of state and similar school on five areas including *School Safety*, *Supportive Learning Environments* and *Inclusivity*. In the area of *Keeping Parents Informed*, results indicated that we are marginally under similar schools. This will be a priority in 2023 and something I look forward to working with the new P&C on.

Student survey results indicated that our school is above similar schools and state on measures of *High Expectations*, *Explicit Teaching* and *Positive Learning Climate*. Students reported high levels of *Positive Relationships*, but lower than average levels of *Sense of Belonging* and *Motivation & Effort*. As a result, there will be a renewed school focus in 2023 on student wellbeing through implementation of the Second Step program, as well as a review of student engagement strategies in mathematics.

Throughout the year, the school worked in collaboration with the P&C committee on a monthly basis. The focus for this year has been re-connecting the community. Numerous school events were held over the year to engage parents with the teachers and each other after what has been a challenging period of time given COVID isolation and the recent natural disasters. The contribution of the P&C to the culture of the school in 2022 has been invaluable.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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