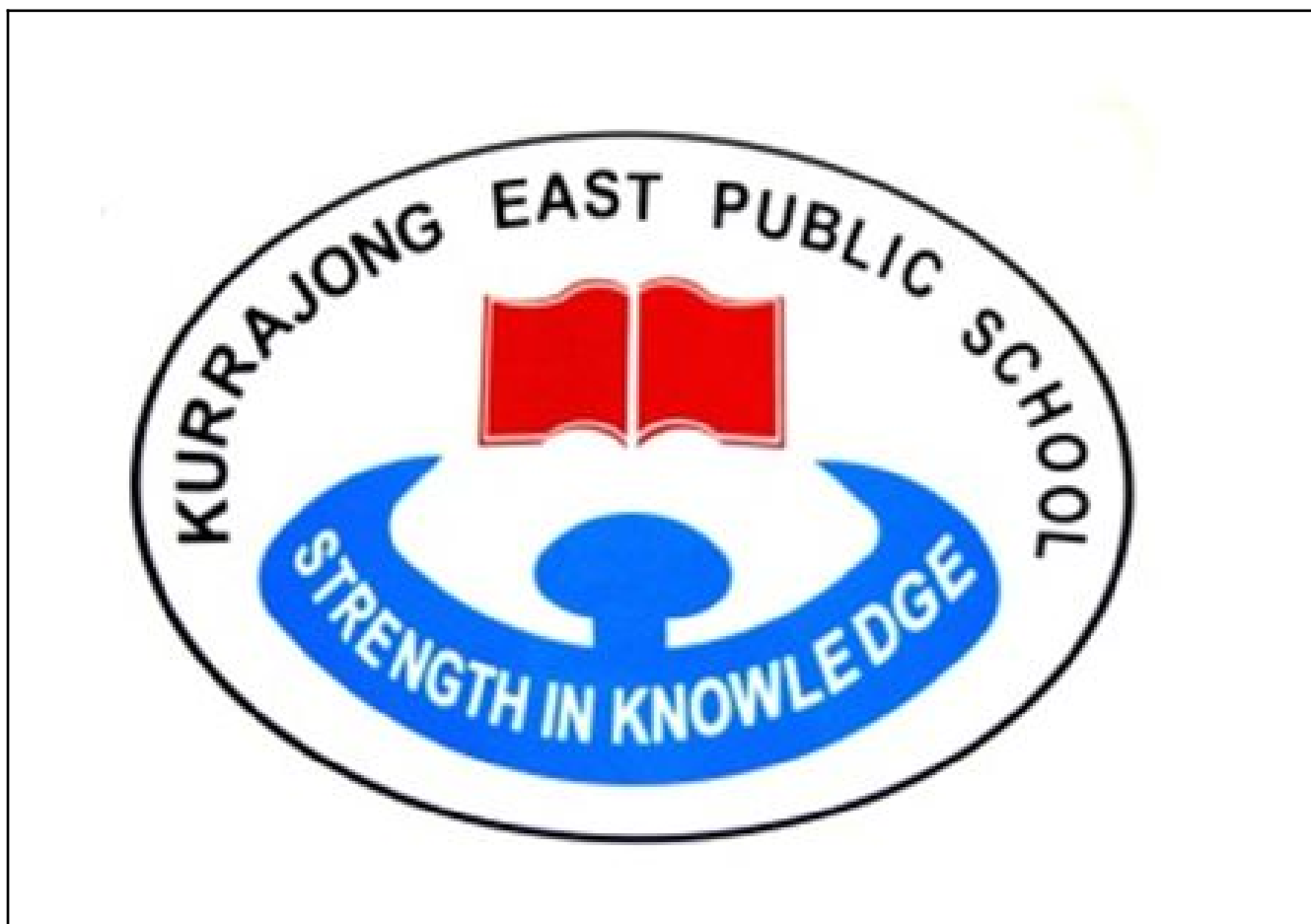


# Kurrajong East Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Kurrajong East Public School as an account of the school's operations and achievements throughout the year.

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

### School contact details

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### Message from the principal

Kurrajong East Public School is committed to achieving high quality learning outcomes for all students by offering quality education from experienced and dedicated staff in a safe, happy and supportive learning environment. We create a learning environment that reflects the needs and aspirations of students and promotes high quality programs.

Our school emphasis is achievement in the core areas of Literacy and Numeracy, strong student welfare, recognising the importance of development of students' skills and knowledge in the arts, and the provision of a wide range of sporting activities.

We have a high level of dedication and commitment from our parents and wider community who are committed to working in partnership with the school to ensure that all students are provided with quality educational opportunities.

In 2019 we have provided our students with so many opportunities to participate in:– enrichment courses, young writer competitions, leadership days and camps, Premier's reading and sporting challenges, choir and dance group performances, excursions, swimming, cross country and athletics carnivals with many students making it to our own Zone and then Regional and State level competitions, just to mention a few.

We had visits from Life Education with Healthy Harold, Hawkesbury Council recycling and waste management and Longneck Lagoon Environmental Education Centre. Our involvement in the Positive Paws Guide Dogs program for year 5 students is always a highlight of term 4, even if bushfires made it difficult this year for our students to attend.

I would like to take this opportunity to thank our parents for supporting many activities at our school, but particularly the Easter Hat Parade, Open Day for Education and Grandparents and Book Parade day. These events show the wonderful community support for Kurrajong East Public School. Our hard working P&C have done an amazing job in holding many events and supporting our school throughout 2019. I make particular mention of the inaugural Mother's Day breakfast, which was well supported and showed a lovely connection between generations of families.

This year, due to bushfires a number of term 4 events at school were impacted or changed. One of these significant events was our end of year presentation day. This day showed the resilience and flexibility of the whole Kurrajong East community as we debated and waited from day to day to see what would happen. We thank you Glossodia Public School for the use of your hall as an indoor (out of the smoke) venue for our presentation day.

Thank you to our dedicated teachers, office and support staff. Without their support, hard work and commitment none of the about could take place. I make particulate mention of our general assistant, Bob Klein, who officially retired at the beginning of 2019 after many years of keeping our school grounds well maintained and cared for. We also saw the retirement of Jenny Hopper after many years of supporting our students in the classroom and the running of our OOSH. This leads me to the farewell of Kay Rowe, the long time face of our school in the front office. We will miss her smiling face, dedication to her work, knowledge of the school, the families and the students and her unwavering commitment to Kurrajong East Public School. We thank you all for your commitment and passion over many years and wish you all well in your future endeavours.

2019 was a very successful year at Kurrajong East and we look forward to another successful year ahead.

## School background

### School vision statement

Kurrajong East Public School involves students, parents and the community in a shared learning journey. Our students will be responsible, respectful, learners displaying empathy, resilience and a desire to achieve their best.

We offer a friendly learning environment focused on student learning and the building of educational aspiration.

### School context

Kurrajong East Public School is a small semi-rural school located in the Hawkesbury region. The school has growing enrolments with an entitlement of three classes. A fourth class was locally funded in 2019. The school has experienced and dedicated staff and excellent facilities. At Kurrajong East Public School we value strong partnerships between our school, our parents and our community and work collaboratively to deliver outstanding educational opportunities for all students.

Kurrajong East Public School actively collaborates with the Hawkesbury Small School network and the Hawkesbury Learning Community to deliver the highest level of education for our students.

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

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

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

### Quality Teaching

#### Purpose

To embed quality evidence based pedagogies in literacy and numeracy programs leading to improved student performance.

#### Improvement Measures

All teaching programmes include explicit teaching strategies that meet the needs of students.

All teaching staff will provide explicit, specific and timely formative feedback.

All students exceed expected growth in literacy and numeracy.

The school demonstrates progress in achieving the Premier's Priorities for education – an increased proportion of students in the top 2 NAPLAN bands for Yrs 3 and 5.

#### Progress towards achieving improvement measures

**Process 1:** Embed high quality, evidence-based programs in literacy and numeracy through implementation of Visible Learning in conjunction with other schools in the Hawkesbury network focused on teaching strategies that give the most impact and effect size on student learning.

Evaluation	Funds Expended (Resources)
All teaching staff attended training courses with Corwin, Visible Learning throughout 2019. Staff across five of the Hawkesbury Learning Community of schools met and had professional dialog with other teaching staff in similar settings. Teachers were involved in professional learning on research based, high impact strategies for student achievement through feedback, learning intentions and success criteria. Staff have continued professional dialog in staff meetings and have implemented these principles into their classrooms.	Course Costs for Visible Learning for Corwin. Three conferences for all teachers and two Evidence into Action days. \$6 550. Plus 3 x teacher release days at approx. \$500 a day. <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional Learning (\$8050.00)</li></ul>

**Process 2:** Embed quality student assessment, particularly formative assessment and how assessment data can be used to inform individualised teaching and learning programs, to provide effective feedback to students and to engage parents in the education partnership.

Evaluation	Funds Expended (Resources)
Assessment practices were refined in all classrooms to more accurately identify individual student needs. Teaching and learning programs were differentiated based on these needs. Targeted students were supported with one-on-one reading intervention and small groups supported with writing within the classrooms.  Parents were included in 3 way interviews to enhance their understanding of the teaching and learning cycle for their child. Students in years 4 to 6 shared their goals during the interviews and discussed with parents "where to next". This resulted in students taking a more active role in their learning.	Nil funding.  Discussions on classroom practice occurred in after school professional learning meetings.  2x Casual costs for Parent Teacher interviews. <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Operational Funds (\$1000.00)</li></ul>

## Strategic Direction 2

### Quality Learning

#### Purpose

To develop whole school wellbeing processes that support all students so they can connect, succeed, thrive and learn.

#### Improvement Measures

All staff consistently implement school wellbeing policy.

Increased levels of student wellbeing and satisfaction as compared to 2018 baseline data.

#### Progress towards achieving improvement measures

**Process 1:** To embed quality wellbeing practices throughout the school focusing on Positive Behaviour for Learning and resilience allowing all students to Connect, Succeed, Thrive and Learn.

Evaluation	Funds Expended (Resources)
<p>Our universal Positive Behaviour for Learning rewards system continues to be reinforced throughout all areas of the school. This includes the classroom and playground and now extends to OOSH. OOSH educators have posters and PBL awards to reward good and expected behaviour. This has seen an improvement in student behaviour in this setting. During term 1 teachers explicitly taught PBL lessons. As a result there was an increase in positive behaviours recorded and a decrease in negative behaviours.</p> <p>Wellbeing lessons were embedded in all classrooms as part of our Personal Development lessons. These lessons are stage based and focus on resilience, wellbeing and reflection to support students to take ownership of their learning and ability to succeed and thrive in their learning.</p>	<p>Nil cost other than printing of posters and awards.</p> <p>Teacher Resources for wellbeing program.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>Operational Funds (\$160.00)</li></ul>

### Strategic Direction 3

#### Quality Partnerships

#### Purpose

To further develop a culture of high expectations and community engagement leading to improvement in the effectiveness of students, teachers, leaders and community members in achieving sustained school improvement.

#### Improvement Measures

Increased community engagement as compared to 2017 data.

All staff, students and community have high expectations of themselves and the school.

All community members collaborate to bring about positive school improvement.

#### Progress towards achieving improvement measures

**Process 1:** Improving communication processes and community engagement to develop a shared focus on student achievement and school improvement.

Evaluation	Funds Expended (Resources)
<p>School developed surveys were distributed to parents with an increased rate of return. These results were used to provide feedback on identified areas such as communication with parents through newsletters, emails, parent teacher interviews and P&amp;C. Parents felt their children were safe and well cared for at school and that the classroom teachers knew their child well and catered for their learning.</p> <p>Due to our small cohort size in years 5 and 6 we did not participate in the Tell Them From Me survey but will again in 2020. Visual Learning surveys were issued to students to measure their engagement and satisfaction in their learning.</p>	<p>Visible Learning survey costs included in Strategic Direction 1.</p>



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>2 x casual relief days (\$500 each day) to cover class while teacher attended training days.</p> <p>All other funding for SLSO employed to support identified students.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$7 309.00)</li> </ul>	<p>SLSO employed to address learning needs of ATSI students and allocated time to support students with literacy and numeracy skills.</p> <p>Staff member trained in 8 ways pedagogy.</p> <p>Consultation meeting held with ATSI parents to discuss the needs of students.</p> <p>Teacher, students and parents attended a workshop for the development of individualised acknowledgement of country.</p> <p>Learning pathways developed for all ATSI students. Goals are negotiated for identified areas of focus to include academic, sporting and social goals.</p>
<b>Low level adjustment for disability</b>	<p>0.1 Support Teacher Learning Assistance</p> <p>SLSO salaries</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$15 693.00)</li> </ul>	<p>SLSO employed to meet needs of identified students. Additional SLSO employed to support students with specific needs in the classroom and in the playground.</p> <p>A teacher worked one–on–one or in small groups in the classroom for reading and writing intervention.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$10 245.00)</li> </ul>	<p>Additional teacher employed to form an additional class allowing for increased focus individualised learning.</p>
<b>Socio–economic background</b>	<p>Reading Resources \$4680.</p> <p>Spending in this area was supplemented through the use of operational funds. \$10589</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio–economic background (\$23 411.00)</li> </ul>	<p>Additional teacher employed to form an additional class allowing for increased focus on individualised learning in smaller class sizes.</p> <p>Reading resources updated.</p>
<b>Professional Learning</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Professional Learning (\$8 000.00)</li> </ul>	<p>Visible Learning training as detailed in process one of strategic direction 1.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	30	24	27	33
Girls	35	29	32	35

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.3	95.2	92.7	92.7
1	94.9	98.1	92.3	93.6
2	92.7	93.7	96.5	95.2
3	93.8	95.9	92.9	94.7
4	92.3	94.8	92.6	91.9
5	97.6	95.7	93.8	88.2
6	93.8	96.8	94.6	89.2
All Years	94.8	95.7	93.7	93
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### 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)	2.39
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	137,128
<b>Revenue</b>	771,710
Appropriation	752,426
Sale of Goods and Services	2,286
Grants and contributions	16,231
Investment income	767
<b>Expenses</b>	-814,581
Employee related	-714,824
Operating expenses	-99,757
<b>Surplus / deficit for the year</b>	-42,871

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.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	46,413
Equity - Aboriginal	7,309
Equity - Socio-economic	23,411
Equity - Language	0
Equity - Disability	15,693
<b>Base Total</b>	645,072
Base - Per Capita	13,844
Base - Location	1,528
Base - Other	629,699
<b>Other Total</b>	27,533
<b>Grand Total</b>	719,018

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.

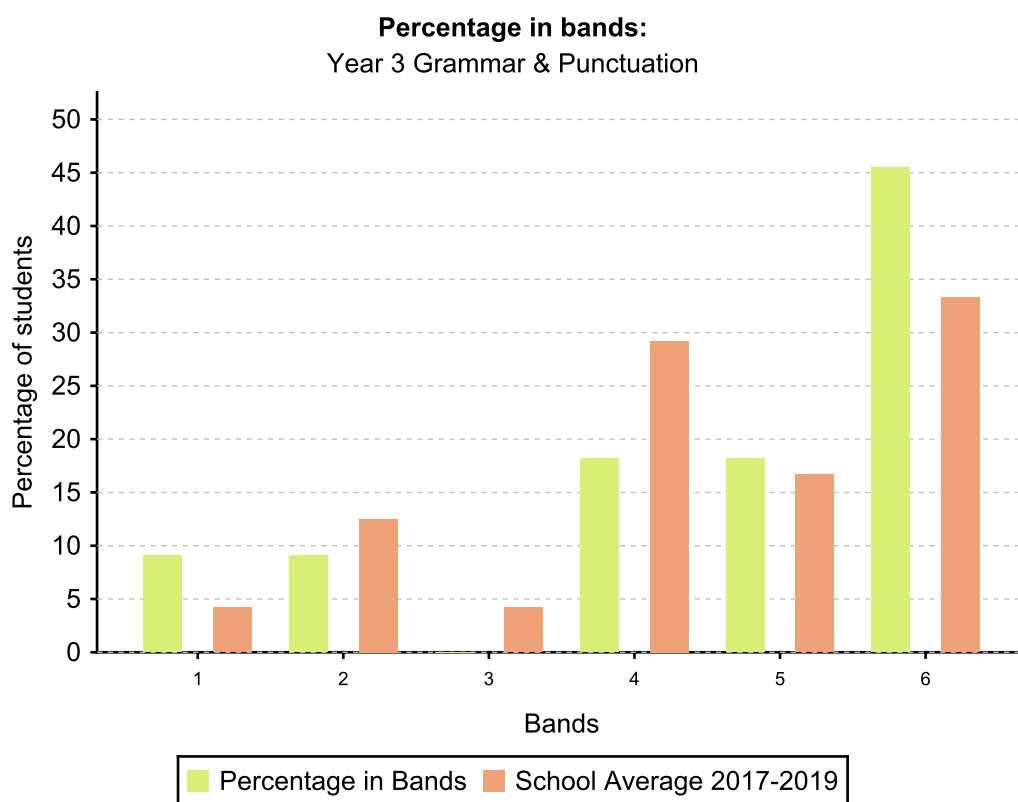
## School performance - NAPLAN

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

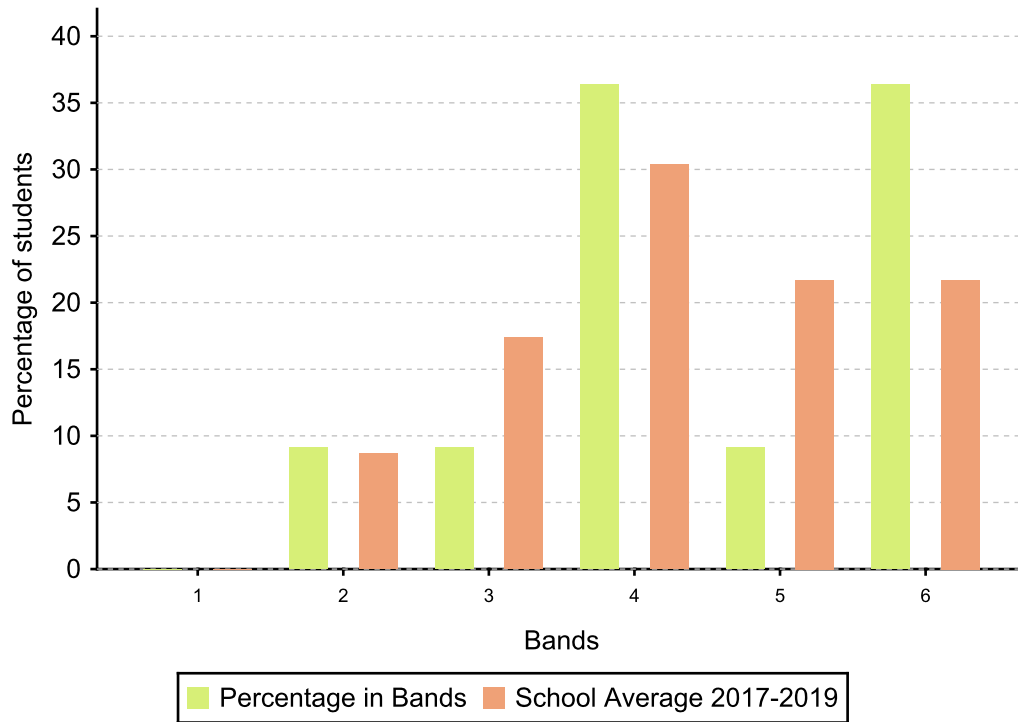
### Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



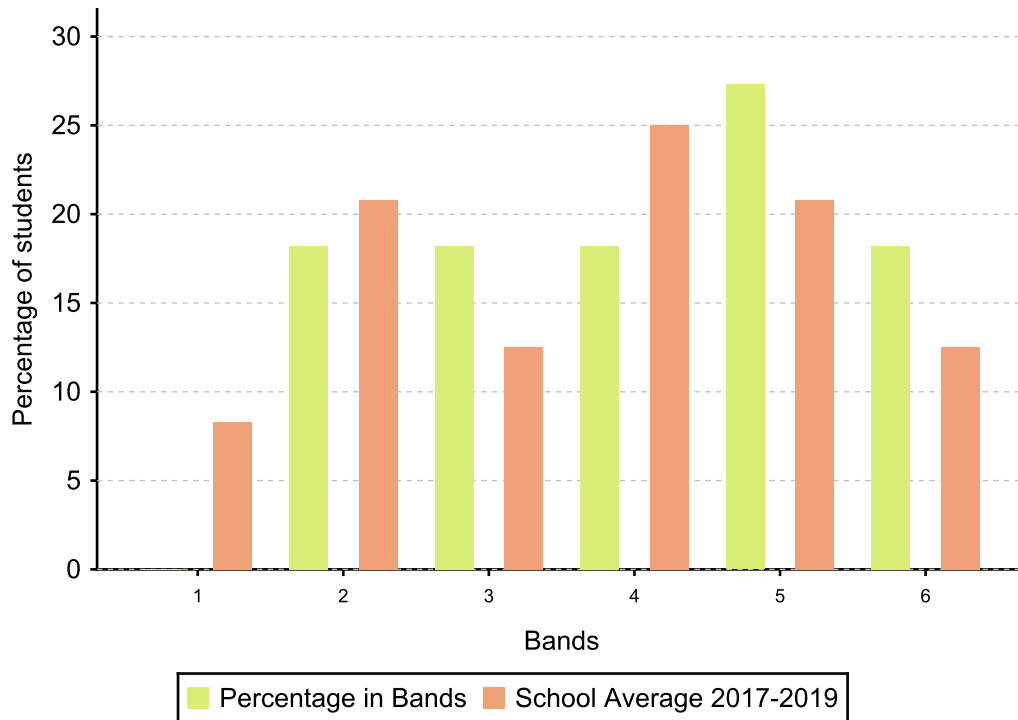
Band	1	2	3	4	5	6
Percentage of students	9.1	9.1	0.0	18.2	18.2	45.5
School avg 2017-2019	4.2	12.5	4.2	29.2	16.7	33.3

**Percentage in bands:**  
Year 3 Reading



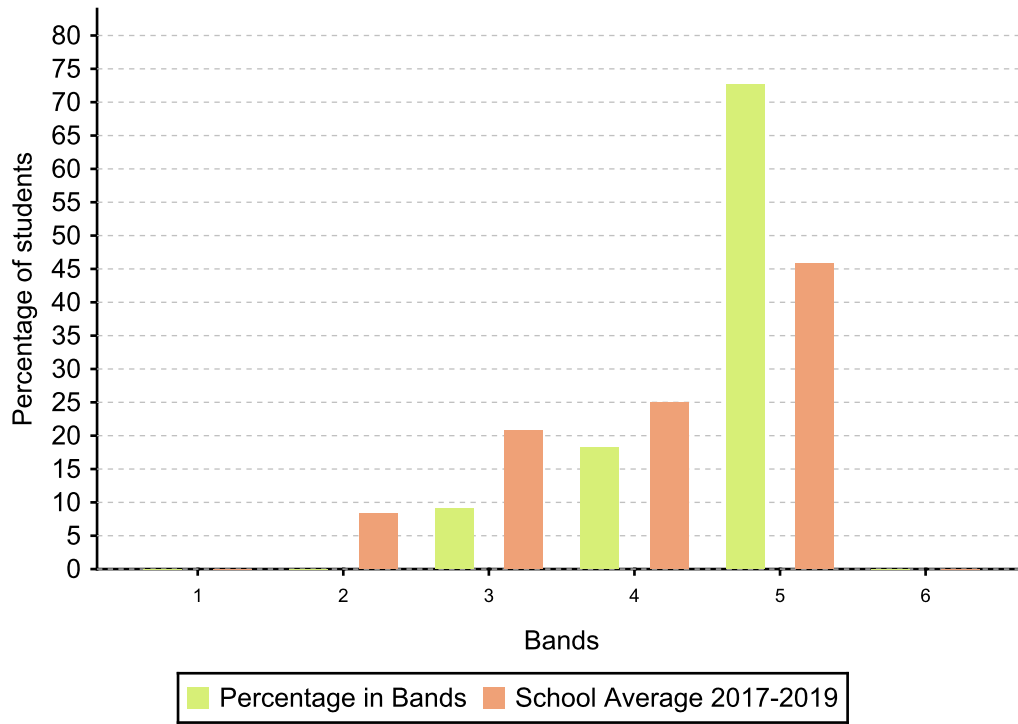
Band	1	2	3	4	5	6
Percentage of students	0.0	9.1	9.1	36.4	9.1	36.4
School avg 2017-2019	0	8.7	17.4	30.4	21.7	21.7

**Percentage in bands:**  
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	18.2	18.2	18.2	27.3	18.2
School avg 2017-2019	8.3	20.8	12.5	25	20.8	12.5

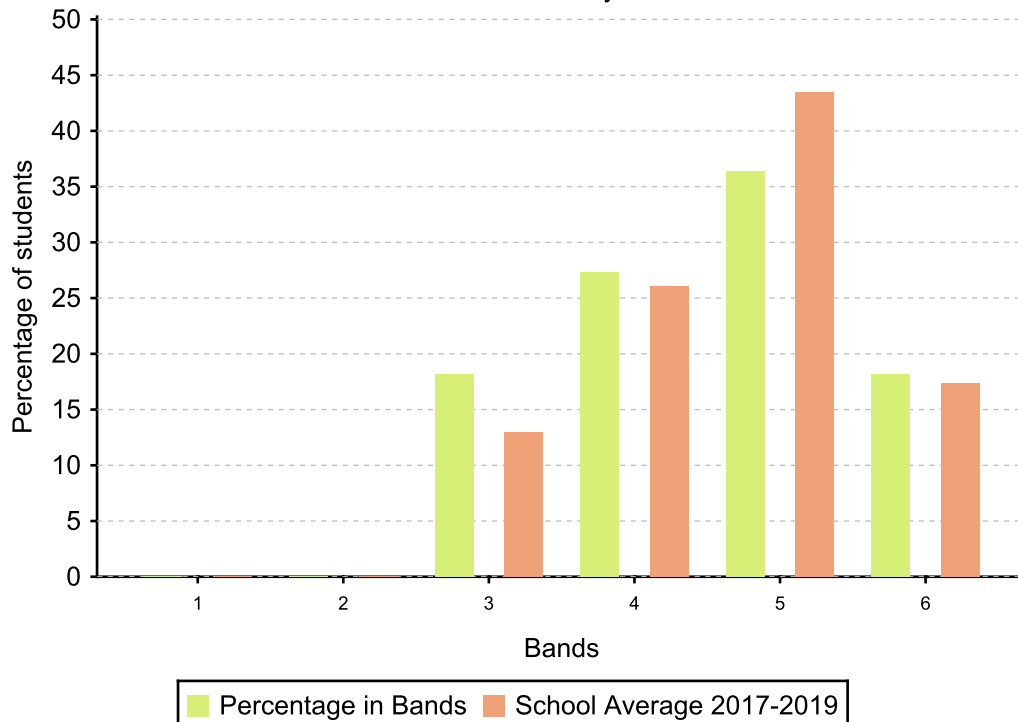
**Percentage in bands:**  
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	9.1	18.2	72.7	0.0
School avg 2017-2019	0	8.3	20.8	25	45.8	0

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

**Percentage in bands:**  
Year 3 Numeracy





<b>Band</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Percentage of students	0.0	0.0	18.2	27.3	36.4	18.2
School avg 2017-2019	0	0	13	26.1	43.5	17.4

## Parent/caregiver, student, teacher satisfaction

In 2019 the school did not participate in the Tell Them From Me survey due to small cohort size. Visible Learning surveys that were given to the students indicated that levels of student engagement increased throughout 2019 particularly in the area of individualised goal setting.

In K–2 100% of students felt that their teacher liked them and helped them learn. 95% of students felt that the teacher was fair, knew what they were good at and knew what they found to be hard.

In 3–6 100% of students felt that their teacher made them feel safe and welcome in the classroom and that they made sure they could achieve their best. 90% of students felt that teachers talked with their parents about the students' learning. This percentage was substantially up from the previous year and this coincides with the introduction of three way interviews where the student is involved with the parent teacher interview process.

Parents are engaged in discussions of school practice at P&C meetings, with between 16 – 33% of families represented at P&C throughout the year. This provided a good representation of parent involvement in decision making for the school. Most parents found the teachers to be approachable about their child and that most teachers knew their child well both in personal and educational terms. The feedback from year 3 – 6 parents on three way interviews was positive and that overwhelmingly they would like them to continue.

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

## Multicultural Education Policy

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