School context statement

Kurrajong North is a smaller primary school with a strong tradition of providing a caring, inclusive environment with high expectations for learning. The delightful setting of the school – nestled in an escarpment of the Blue Mountains overlooking the Sydney Basin, provides an idyllic backdrop for the quality education provided for all students.

Principal’s message

Throughout 2014 we continued, as a staff, to discuss, review and assess our teaching programs and look for ways to improve our practices to better meet the needs of our students. Our focus has been very much on implementing the new English and Science and Technology syllabuses and preparing for the introduction of the Mathematics syllabus in 2015.

As a staff, we completed online training in the delivery of the English, Science and Technology and Mathematics syllabuses. Each teacher has successfully implemented the English syllabus into the classroom focusing on the delivery of teaching and learning around a theme approach.

We did not, however, make changes to the manner in which spelling is taught as this has been a focus for us throughout 2013 and 2014. The advancements made in this area have been impressive with a whole school approach to the teaching of spelling being adopted. Data collected by individual teachers and this year’s NAPLAN results, would indicate that this program has been successful. Results show that students in both Year 3 and Year 5 are performing well above the state.

A scope and sequence chart has been developed for Science and Technology and lessons have been developed which reflect the philosophy of this new document.

We have continued to develop our Learning Assistance program with students being identified for inclusion on the program via performance based measures. Throughout 2014 we have provided support to 35 students in both literacy and numeracy.

Support programs have included phonics, fluency, word attack and receptive language. Programs have been delivered in small groups or in the whole class setting.

We have also continued to consolidate our use of Count Me In Too in the classroom. This is a program which focuses on the delivery of number skills via games. Twice a year each child is assessed using the testing component of this program. This has enabled us to plot both the growth of each student in the number strand of mathematics, refocus our teaching and learning programs if necessary and assist students through our learning support program.

We balanced this with a varied extra-curricular program that focused on trained instructors delivering programs in dance, athletics and swimming. We also maintained our school choir and dance groups and were proud of their participation at local community events.

We have continued with the beautification of the school grounds establishing gardens and planting shrubs. The school has made an initial payment on a large shelter to provide shade for the students who use the picnic tables in the quiet area above the retaining wall. This has come at a cost of $18 000. This will provide a pleasant space for those students who wish to pursue less vigorous activities during recess and lunch times.

Our ties with our community remained strong and of this we are very proud. The community and school relationship is pivotal to our students’ success and well-being.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Sue Palmer
Principal

P & C and/or School Council message

The year began with a new P & C Executive, with new faces taking on a number of key roles.

I would like to thank the members of the executive for their ongoing commitment to our school and its students and community.

Thank you to: Kellie Brough our Vice President; Helen Castelli our Secretary; Jennifer Gartland - Treasurer; Bronwyn Buckley - Canteen and Uniform Co-ordinator; Liz Stirzaker our Scholastics Co-ordinator and a new role for the Executive, Social Events Coordinator - a position held by Lucy Baranowski and Nicole Graham.
Thanks also to those parents who came along every month and contributed their ideas.

The objectives of the P & C were clear for 2014 - contribute to building a strong school community, provide fun opportunities for our children, support the school financially and act as a strong advocate for matters that are important to our school, particularly larger policy changes that may affect us. Correct governance of the P & C was also identified as a priority. Jennifer Gartland as Treasurer completed a review to ensure our processes and administrative functions were compliant with P & C Federation directives.

The school, as a collective, decided to focus our funding on the building of a shade cover over the play equipment and sand pit, which has been on the wish list for some years. Through the voluntary contribution provided by families, and $1000 of funds raised through P & C activities through the year, $5,530 was invested in the Building Trust Fund to contribute to this costly initiative. We were also thrilled to receive a grant from Hawkesbury City Council for $3,000, through Council’s grants and sponsorship funding initiative. With this generous support, this year 50% of the target of $18,000 has been raised.

The P & C also contributed $1000 to reducing financial costs to families for the Swim School Program and donated $273.66 to our chosen charity - The Sheppard Centre. Over the last two years of our association with The Sheppard Centre, our school body has proudly donated $476.55 to this low profile organisation.

The incorporation of a Social Events Coordinator certainly focused our attention on providing opportunities for the students as well as embracing our larger school community. The annual soccer gala day was held to introduce new parents to the school, our local RFS visited for Hero Day in Term 1, Mothers’ Day and Fathers’ Day stalls were also embraced by our children as was the Halloween school disco and Pyjama Day. In November many of our families also attended the Camp Out weekend at Burralow.

2014 was also about building foundations for the future. 2015 will see the rollout of the Bendigo Bank, School Banking Initiative and the P & C will be coordinating a traditional fundraising program to replace the Voluntary Contribution Scheme to improve our financial position. The first project of a Christmas Raffle proved extremely successful, with over $1,600 raised at the time of writing. All fundraising will be directed towards the Building Fund.

I wish to particularly acknowledge the time, commitment and enthusiasm of Bronwyn Buckley who has been the driving force behind the canteen and uniform program. Bronwyn constantly makes herself available to parents and students alike and has created a collaborative atmosphere in the canteen to welcome new helpers.

I am grateful to the whole community, for their support of our P&C. For such a small school we achieve great things and clearly we have a voice. Our work this year in coordinating a response to the State Government surrounding the Principal Classification model is reflective of this capability. Over half of the parent body attended information sessions chaired by the Regional Director. Following the feedback from families, the P & C, on behalf of the school community, has formally advised the Department of Education that it has opted to maintain a Teaching Principal position at Kurrajong North Public School in the event the position becomes vacant in the future.

On behalf of the parents and wider community, I would like to thank our dedicated teachers and support staff for their wonderful contributions to our children’s learning and well-being during the course of the year.

Natalie Heather
P&C President
Student Representative’s Message

It was a great honour to be elected as school leaders of Kurrajong North Public School for 2014. With this position came a lot of responsibility and, as leaders, we realised it was our role to set a good example to the other students in the school, particularly in the areas of behavior and uniform.

We had many important roles throughout 2014. These included presenting morning assemblies, welcoming visitors to our school, assisting teachers, being available to speak to new parents about our school, coordinating and monitoring sporting equipment and leading the school in official ceremonies such as the ANZAC Day service, Education Week celebrations and Presentation Night.

We enjoyed these opportunities and valued the experience it gave us. We wish the school leaders for 2015 all the best and hope they enjoy their experience as much as we have.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Our student numbers increased significantly this year with a large number of new families moving into the area. We finished the year with 93 students and we are expecting our 2015 student population to be 98.

Student attendance profile

The school has an outstanding record of student attendance as can be seen in the table below. Parents and students value education. In 2014, student attendance rates were above state average except for Year 5.

Student Attendance

Whenever there are incidents of non-attendance the school works with the Home School Liaison Officer and the family to find solutions. The school will also make overtures to parents of individual students to offer support if needed.
Class Sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible.

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Total Per Year</th>
<th>Class Group Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Year 1</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>Year 2</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>Year 4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>Year 5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Structure of Classes

Our class structures in 2014 were:
- Kindergarten: 14 students
- Class 1/2: 29 students
- Class 2/3: 26 students
- Class 4/5/6: 23 students

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Kurrajong North Public School is a small school and as such has a teaching principal. No other executive positions are part of the school’s staffing structure.

Kurrajong North Public School Staff are very experienced and the majority of staff has been at the school for many years.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1 full time</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3 full time</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>2 days a week</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and Support</td>
<td>2 days a week</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1 day a week</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1 day month</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>1 full time</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

When limited vacancies have occurred on the school staff in recent years, none of the applicants for such positions has been of Indigenous background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

The staff regularly undertakes professional learning to enhance their skills and knowledge. Activities undertaken include:

- First Aid/CPR
- Child Protection
- Anaphylaxis
- Financial Management
- Aboriginal Education
- Accreditation at Highly Accomplished & Lead Teacher
- Autism Spectrum Disorder
- Motor Coordination Difficulties
- Writing Registered Courses
- Your school and the syllabus for Science & Technology

Teachers have also participated in School Development Day activities. Activities covered on these days have included:

- Training in implementing the new mathematics & science and technology syllabuses
• English Unit Writing
• Learning and Support Teacher programs and school operation
• Assessment and reporting using the new English syllabus
• School Planning 2015 – 2017

All staff members have taken a leadership role in the delivery of training and the development of associated plans.

Beginning Teachers
There were no permanent beginning teachers employed at the school in 2014.

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>71481.74</td>
</tr>
<tr>
<td>Global funds</td>
<td>80526.79</td>
</tr>
<tr>
<td>Tied funds</td>
<td>43348.13</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>3,589.17</td>
</tr>
<tr>
<td>Interest</td>
<td>2397.84</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18508.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>251851.82</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>9271.47</td>
</tr>
<tr>
<td>Excursions</td>
<td>17781.34</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>11463.33</td>
</tr>
<tr>
<td>Library</td>
<td>415.29</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>31213.81</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>17099.93</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>36199.54</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>11329.75</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8478.43</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>18429.81</td>
</tr>
<tr>
<td>Capital programs</td>
<td>6193.77</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>167876.47</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>83975.35</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014
The school prides itself on the wide variety of programs that are available for students. This is especially noteworthy given the size of the school and the limited number of teachers who extend themselves across a wide range of activities. This ensures the school’s performance is inclusive, diverse and successful.

The programs on offer are also a tribute to the fabulous support offered by our community.

Achievement in Arts
Mara Stone represented our school at Richmond Rotary Club’s annual public speaking competition. Mara competed against several other students from local schools delivering a speech on the topic “Peace”. Mara was presented with a certificate on the night.

Our Choir and Senior Dance Group performed at Richmond Market Place, as part of Education Week celebrations and also at Kurrajong Park as part of the part upgrade activities. They have worked extremely hard under the guidance of Mrs Robinson, Mrs Lee and Mrs Burgess.

We were also fortunate, once again to have our junior dance group instructed by ex-students Cassie and Laura Stringfellow along with their mother Sam. This dance group performed at our school’s Education Week assembly as well as our annual Presentation Night.

Courtney Bowyer, Year 3, participated in the Speech category of the Hawkesbury Eisteddfod. She was awarded 1st place in the Impromptu Reading and a 2nd place in the Australian Verse section.

Once again this year, we entered children’s art works in the Hawkesbury Agricultural Show and the cooking competition. These students, under the guidance of one of our parents, Lucy Baranowski, baked and decorated cupcakes.
Achievement in Sports

In sport, our results for 2014 are shown in the table below.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Age Group</th>
<th>Champion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>Junior Girl</td>
<td>Kate Leach</td>
</tr>
<tr>
<td></td>
<td>Junior Boy</td>
<td>Euan Osten</td>
</tr>
<tr>
<td></td>
<td>11 yrs Girl</td>
<td>Linda Abdi</td>
</tr>
<tr>
<td></td>
<td>11 yrs Boy</td>
<td>Cameron Lloyd</td>
</tr>
<tr>
<td></td>
<td>Senior Girl</td>
<td>Kayleigh Kestle</td>
</tr>
<tr>
<td></td>
<td>Senior Boy</td>
<td>Damon Stringfellow</td>
</tr>
<tr>
<td>Athletics</td>
<td>Junior Girl</td>
<td>Kyan Troncoso</td>
</tr>
<tr>
<td></td>
<td>Junior Boy</td>
<td>Linda Abdi</td>
</tr>
<tr>
<td></td>
<td>11 yrs Girl</td>
<td>Jake Metcalfe</td>
</tr>
<tr>
<td></td>
<td>11 yrs Boy</td>
<td>Keira Zayat</td>
</tr>
<tr>
<td></td>
<td>Senior Girl</td>
<td>Dylan Braunisch</td>
</tr>
<tr>
<td></td>
<td>Senior Boy</td>
<td></td>
</tr>
<tr>
<td>Small Schools</td>
<td>Champion</td>
<td>Damon Stringfellow</td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>Representatives</td>
<td>Dylan Braunisch</td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td>Kate Leach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Logan Meere</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jake Metcalfe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Damon Stringfellow</td>
</tr>
<tr>
<td>State Cross</td>
<td>Representative</td>
<td>Kate Leach</td>
</tr>
<tr>
<td>Country</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>Representatives</td>
<td>Dylan Braunisch</td>
</tr>
<tr>
<td>Athletics</td>
<td></td>
<td>Kate Leach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Jake Metcalfe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Damon Stringfellow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jaylon Troncoso</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kyan Troncoso</td>
</tr>
<tr>
<td>Regional</td>
<td>Representative</td>
<td>*Kate Leach</td>
</tr>
</tbody>
</table>

Kate Leach was placed 3rd at regional cross country and progressed to state level in this field. Additionally, at district athletics, Kate achieved the following outstanding results: 1st place in the 100m event, 2nd place in both the 800 metre and the long jump events, and 3rd place in the 200m event.

Please note: * refers to unable to attend due to various reasons.

We held an eight week athletics training program for students from Years 2 – 6 to assist them to develop their skills in activities such as shot put, high jump, relay and long jump. The program was delivered by a trained coach and was held just before our athletics carnival. This is an important program because not only does it develop students’ skill base, but it also establishes guidelines to allow them to participate in activities in a safe manner.

An eight week gymnastics program was held in Term 3 for all students K-6. This was a magnificent skills based program provided by motivated, accredited coaches.

Other Activities

1. Music Bus

We continued once again this year to offer music tuition to interested students via the Music Bus program. This is a mobile music bus that visits the school every Tuesday offering lessons in guitar, drums and keyboard to interested students. It proved to be a very successful program and one that was widely supported.
2. World’s Greatest Shave
We held a fundraising day to support cancer research in the form of a crazy hair day. The children and staff were fully involved and $165 was raised.

3. Hip-Hop Dance
All students participated in an eight week dance program provided by outside instructors. This was a high energy, fast-paced dance program that was popular amongst all students. A new dance was introduced to the students each week.

4. High School Orientation Program
Our Year 6 students participated in a comprehensive orientation program organised by Colo High School and its local primary feeder schools. These students attended Colo HS throughout the year to participate in lessons, meet teachers, move amongst the students and generally get a feel for high school life. This is an important program for our students as they leave a small school environment and assimilate into a very large high school.

The program also allows our children to meet other Year 6 students from local primary schools and hopefully, form acquaintances that they can then reestablish in Year 7.

5. Year 5 Leadership Day
This was another initiative established by local primary schools to assist in the development of leadership skills of our up and coming leaders. The day was held at Grose View Public School and students were led in groups by some enthusiastic Year 10 Colo High School students. Some of the topics covered throughout the day were: identifying the characteristics of a good leader, public speaking skills, facing challenges and behaving with integrity. Our students worked in small groups with students from other schools.

6. Cares Bike Ed Program
Class 4/5/6 students attended the CARES Bike Safety Program in St Marys. This is a magnificent way to learn about safe riding in a practical, simulated environment.

The course is a miniaturised version of a regular roadway with stop signs, pedestrian crossings, gives way signs, roundabouts, school zones and functioning traffic lights. Students viewed videos which demonstrated safe riding. They then completed a skills-based course involving riding in and out of cones, indicating with one hand off the handlebars and coming to a complete stop on a line.

7. Intensive Swimming Scheme
This year, 33 of our students participated in the DEC’s intensive swimming program. It was a two week program that saw all participants increase their water confidence and skills. The cost of this program was heavily subsidised by our P&C. This was a welcome cost saving to parents and meant the ten day program was economically viable for our families.

8. Years 3 – 6 Camp
An overnight camp was held for students from Years 3&4 at Yarramundi YMCA facility at Springwood. This is an outdoor education program designed to develop the skills of teamwork, trust and problem solving and allow students to develop confidence and skills through a variety of physical challenges. The students
participated in activities such as canoeing, archery, rock climbing and bush craft.

Students from Years 5 & 6 travelled to Canberra for a two night excursion with the focus being on government and thereby supporting lessons taught in HSIE. They visited the High Court of Australia, the CSIRO, Parliament House and the Australian War Memorial.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014 16 Year 3 students sat the NAPLAN tests. The majority of our students, with the exception of mathematics, scored in Band 6 and in some cases, significantly above the state average.

1. Reading

The graph below shows that for 2014, 56.3% of our students were in Band 6. This is significantly above the state average of 29.7%.

2. Year 3 Spelling

Our results for spelling were also significantly above the state average with 37.5% of our students achieving results in the top band. This is compared to 26.3% of students state wide. This is a positive reflection of the significant changes that have been made over the last two years to the teaching of spelling within the school.
3. Year 3 Writing

Writing results were also very pleasing with 25% of students achieving results in Band 6 compared to 11.5% of students in the state. This is an excellent result given the fact that all schools in the state were unaware of the genre students would be required to use. In previous years, schools have been given information about the writing task.

The graph also shows the strong average performance of our students over the period from 2011 – 2014.

4. Year 3 Grammar and Punctuation

Once again this was a very strong performance by our Year 3 students with 43.8% of students achieving Band 6 compared to 32.5% of students in the state.

The graph also highlights our strong average performance in this area over the three year period from 2011 – 2014.

NAPLAN Year 3 - Numeracy

Our results, overall, in numeracy were not as strong as we would have liked. While our students performed well in the Data, Measurement, Space and Geometry strands their performance in Number and Patterns and Algebra showed the majority of our students performing in Bands 4 & 5. This area will become a focus as part of our new Planning Process for 2015 - 2017.
NAPLAN Year 5

Due to privacy restrictions, the school does not report on cohort groups of less than ten students. As a result, graphs for overall achievement of students in Year 5 are not shown as there were less than ten students in this group.

Literacy

Our results in Reading, Grammar and Punctuation and Writing were above the state average for the top band. Our spelling results have shown an improvement on 2013 results with the majority of our students achieving Band 7 & 8. We are hopeful that this is a consequence of the rigorous efforts put into developing a whole school approach to the teaching of spelling. This approach includes identifying students’ areas of need via diagnostic testing, mapping their performance over time and using best practice methods to teach spelling.

NAPLAN Year 5 - Numeracy

Our students performed well in this area with most students achieving Band 7 results. However, as with Year 3 students there will need to be a focus on Number and Patterns and Algebra over the next three years.

Other achievements

Our school offers a diverse curriculum that meets the needs of students in Australian society in the 21st century. Below are some examples of what we provide.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Our school provides a variety of opportunities for students to learn about Aboriginal people and their place in history. We celebrated NAIDOC Week with a red, yellow and black Mufti Day. During Reconciliation Week we all learnt a Reconciliation Dance.

In Term One we enjoyed a visiting performance from the Jolly Bops entitled “Flight, Sound and Fire”, which investigated Science with an Aboriginal perspective.

A Year 5 girl attended a Koori Education Carnival at UWS Hawkesbury. She attended a day of workshops and performances designed to enhance knowledge of Aboriginal culture and to encourage interest in University.

Multicultural education and anti-racism

The school provides students with opportunities to investigate other cultures through the curriculum in areas such as Art and Craft, HSIE and Literature.

Our Stage 2 class has been learning French language and culture. They have also studied Asian texts as part of their English unit.

We celebrated Harmony Day with each class completing activities from the Government Harmony Day website.

Aboriginal background

The NSW Department of Education and Communities is committed to improving the educational outcomes and well-being of Aboriginal and Torres Strait Islander students. The school received $2 000 in funding to support our Aboriginal students as part of the Resource Allocation Model (RAM).

Some of this funding was absorbed into our learning assistance program to assist in the development of Individual Learning Plans for Aboriginal Students. Resources were also purchased for the school library with a focus on Aboriginal perspectives. The performance of Aboriginal students was monitored through the collection and analysis of data from NAPLAN and school assessments. This enabled staff to track student performance and support learning needs as required.

Socio-economic background

The school received $2 700 in equity funding. This funding was combined with our learning and support funding which enabled us to better address the learning needs of a greater number of students. Our focus has been in providing targeted literacy and numeracy support for selected students.
Learning and Support

$3,600 was received to support students with learning difficulties. This funding was absorbed directly into our Learning and Support program. This enabled our specialist teacher to support 30 students in individual literacy support programs with students moving into and off programs as necessary. Programs included phonics/spelling, word attack, sight words, fluency and grammar. Students completed activities to enhance their auditory, phonological and phonemic awareness.

Twenty students also received individual and small group support in numeracy. Whole school SENA (Number) testing was carried out in May and then again in October. These results were used to identify students requiring extra support.

Staff online training was completed in Autism Spectrum Disorder and Motor Co-ordination Difficulties to further develop an understanding of the needs of these students.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Collection and analysis of student data via ongoing assessment tasks and national test results;
- Surveys;
- Student work samples; and
- Anecdotal records.

School planning 2012-2014:

School priority 1

Student performance in spelling will be enhanced.

Progress Includes:

- Embedding bi-yearly diagnostic testing of spelling into the class assessment schedule;
- Mapping individual student progress;
- Realigning whole school teaching program to meet the learning needs of students; and
- Improvement in NAPLAN results in spelling for students in Year 3 and 5.

Strategies to achieve these outcomes in 2014:

- Targeting students in 2014 whose results from the previous year, have shown little or only minimal improvement.
- Including spelling as part of the school’s LaST (Learning and Support) program.
- Reviewing student progress on a regular basis.
- Ensuring class programs reflect student needs and whole school teaching approach.

School priority 2

Student performance in numeracy will be enhanced.

Progress includes:

- The inclusion of Count Me In Too and Counting On in mathematics lessons across the school.
- The use of SENA testing to identify students needing additional support in mathematics.
- The use of SENA testing to map class/school results and identify areas in need of targeted support and development.
- The inclusion of mathematics in the school’s LaST program.
- Improvement in NAPLAN results in numeracy.
- Increased staff awareness of the individual needs of students in mathematics.

Strategies to achieve these outcomes in 2014:

- The adoption of a whole school mathematics scope and sequence
chart based on the new mathematics syllabus;

- The inclusion of the daily teaching/revision of aspects of the number strand in the mathematics lesson;
- Support for identified students through the school’s LaST (Learning and Support Teacher) program;
- Adoption of the ACER PAT Mathematics testing program for students in Years 2 – 6;
- Regular review of student progress; and
- Self-reflection and sharing amongst staff regarding the teaching of mathematics.

School priority 3
Consistent teacher judgement in benchmarking student writing samples will be developed.

Progress includes:

- Adoption of the new English syllabus;
- The use of the program builder to prepare teaching/learning activities;
- The movement away from writing to text types but instead focusing on the purpose of texts and choosing the most appropriate text to convey the desired meaning;
- Results significantly higher than the state average in writing.

Strategies to achieve these outcomes in 2014:

- A shared focus on teaching writing to inform, entertain or persuade;
- Explicit teaching of the skills of writing;
- Exposing students to a variety of texts which includes spoken, visual, digital and multimedia;
- Conferencing between student and teacher to enhance each student’s understandings; and
- Using current and relevant resources to provide students with pertinent examples of texts.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Program evaluations

Background
1. Mathletics, an online mathematics program has been used in the school for all students K-6 since 2010. A survey was used to gather parents’ views about the use, accessibility and relevance of the Mathletics program in 2013. 24% of families responded to the survey.

The overall opinions of most, if not all parents who responded was that the program was:

- Enjoyable;
- It promoted independent work habits in students;
- It was a worthwhile learning tool; and
- It allowed parents to gauge some idea of their child’s understandings of mathematical concepts.

Parents were also given the opportunity to list any opinions they may have had about the Mathletics program. 17% of parents reported that their children were eager to complete set activities for homework. The same number also felt that the interactive nature of the program was a good way for them to learn how concepts were taught.

2. Extra-Curricular activities
Throughout the year we provided students with a range of extra-curricular activities designed to give them further experiences in the arts and sport. These activities come at a cost to parents and this can, at times place an additional burden on households.

The survey was designed to gather parents’ views about these additional programs and in particular, their applicability and worth.

21% of parents responded to the survey with all respondents keen to continue the current extra-curricular program within the school. Only one parent felt that the cost of programs was too

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Program evaluations

Background
1. Mathletics, an online mathematics program has been used in the school for all students K-6 since 2010. A survey was used to gather parents’ views about the use, accessibility and relevance of the Mathletics program in 2013. 24% of families responded to the survey.

The overall opinions of most, if not all parents who responded was that the program was:

- Enjoyable;
- It promoted independent work habits in students;
- It was a worthwhile learning tool; and
- It allowed parents to gauge some idea of their child’s understandings of mathematical concepts.

Parents were also given the opportunity to list any opinions they may have had about the Mathletics program. 17% of parents reported that their children were eager to complete set activities for homework. The same number also felt that the interactive nature of the program was a good way for them to learn how concepts were taught.

2. Extra-Curricular activities
Throughout the year we provided students with a range of extra-curricular activities designed to give them further experiences in the arts and sport. These activities come at a cost to parents and this can, at times place an additional burden on households.

The survey was designed to gather parents’ views about these additional programs and in particular, their applicability and worth.

21% of parents responded to the survey with all respondents keen to continue the current extra-curricular program within the school. Only one parent felt that the cost of programs was too
demanding. The school will try to address this by initiating a payment plan for costly programs such as camp and by giving parents an estimated term by term costing of proposed activities thereby allowing them to plan for upcoming expenses.

Parents saw some of the benefits of the extra-curricular program as:

- Providing enjoyment;
- Adding variety to the learning program;
- Broadening students’ experiences;
- Building confidence;
- Developing a healthy lifestyle; and
- Giving students the opportunity to try new things.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**School Planning Process**

In term 4, 2014 two planning days were allocated to allow all staff to participate in the initial strategic planning phase. This involved reviewing all relevant internal and external assessment data such as NAPLAN and PLAN data, Sena 1 and 2 results, student reading levels, diagnostic spelling results and learning and support program statistics.

Data from all sources was collated. Areas of strength in learning programs and student achievement were recognised and identification of trends in students’ learning needs established.

Information was presented to parents at various P&C meetings about the development of the school’s strategic plan. Students, staff and parents were invited to express their views about the directions the school should take over the next three years through surveys.

This information, along with data analysis was used to develop the school’s vision statement and strategic directions.

**Strategic Directions**

1. **Quality Teaching and Learning**

To deliver quality teaching and learning programs that foster critical, innovative and reflective thinkers who are equipped to take advantage of opportunities and embrace the challenges of the future. Student progress will be tracked from Kindergarten to Year 6 allowing for the development of differentiated learning programs to meet student needs.

2. **Leadership Development**

To develop leadership density within the school, allowing staff members to maximise their professional learning, lead whole school growth in policy making and curriculum development and enhance their opportunities for leadership roles outside of their immediate school environment. To expand student leadership prospects with the development of a comprehensive whole school leadership program and to broaden the breadth and scope of community participation.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Sue Palmer - Principal  
Megan Hanly - Teacher  
Jenny Carter – Teacher  
Anita Burgess – Teacher  
Debbie Robinson – Teacher  
Natalie Wright – P&C President
School contact information
Kurrajong North Public School
Stone Terrace, Kurrajong Hills
Ph: 02 45677291
Fax: 02 45677267
Email: kurrajongn-p.school@det.nsw.edu.au
Web: http://kurrajongn-schools.nsw.edu.au
School Code: 2344
Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: