2009 Annual School Report
Kurrajong East Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Kurrajong East is a small school with a stable student population and a teaching Principal. There is little to no movement of students transferring in or out of the school.
Kurrajong East has less than 1% of the student population that identify themselves as either English as a Second Language (ESL) or Aboriginal.
The school is a consistent performer in national testing data and has received regional awards as acknowledgement of this success. Our students as a group generally perform at or above the state average.
Kurrajong East has supported the development of many students in a variety of sports and regularly has students represent at district, state and regional level in swimming, cross country and athletics events. Being a small school, Kurrajong East supports and acknowledges the sporting achievements of students in many sports out of school.

Staff
Kurrajong East boasts a very experienced staff who have been at the school for many years. Half the staff have post graduate qualifications, with some staff continuing with their studies.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Science in a Box
Kurrajong East continued with its current ‘Science in a box’ science program and expanded its use in only stage 3 (Years 5 & 6) to across the school.
With the support of the P & C, the school was able to purchase more boxes to enhance the implementation of science curricula. Scope and sequences were developed for the use of each box from early stage 1 to stage 3.
Gifted and Talented
Kurrajong East has begun the process of creating a gifted and talented program (GAT) to provide extension to students that have been identified as GAT.
Staff have worked on creating a school based policy and a process for identifying students to enter into this program.

This initiative will be further developed for 2010, focusing on the implementation of the program for use in term 1.

Student achievement in 2009

Literacy – NAPLAN Year 3
In overall literacy, Year 3 students were below state average by 8.7 points. Students in Year 3 were above the state average in writing and grammar by 0.9 points and 4.2 points. Girls performed better than boys in all areas of the NAPLAN.

Numeracy – NAPLAN Year 3
Year 3 students performed better than the state average by 6 points. All students performed particularly well in measurement, data and space / geometry, being 29.5 points above state average. Number performance was below state average. Areas of particular concern were questions in number relating to chance and some number operations. Boys performed better than girls in all aspects of the numeracy assessment.

Literacy – NAPLAN Year 5
Year 5 students in overall literacy were 17.4 points above the state average. Students performed particularly well in Reading being 40.7 points above state average, one of the best performed schools in the Hawkesbury. An identified area of concern is spelling which was slightly below state.

Numeracy – NAPLAN Year 5
Numeracy performance was excellent, with KEPS students being above state average in all areas. Strong performance was recorded in measurement, data, space and geometry. The performance of boys and girls was comparable though boys performed significantly better in numeracy.

Messages

Principal's message
Kurrajong East is a caring school that performs very well in academic, artistic and sporting endeavours. The school has a strong welfare program and inclusive curriculum practices.
The school provides opportunity for growth in academic programs run for students, sporting events within the school and access to extra curricular activities. Individualised programs are offered where appropriate and specific activities when they arise are offered to those students who would benefit from them the most.
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.

Brendhan Haynes
Principal

P&C and/or School Council message
A team approach and strong partnership continues to exist between staff, parents and the school community at Kurrajong East Public School. There was a regular flow of information to students and parents via the newsletter and the community notice board. Monthly P & C meetings provided a forum for the communication and discussion of ideas and to plan successful fundraising activities.

Our Fundraising events during 2009 included an Easter egg fundraiser, Mothers’ Day Raffle, and Gingerbread House evening as well as catering for special events and sporting carnivals. The P&C Mothers’ Day, Fathers’ Day and Christmas Stalls contributed greatly to the school life. Our year commenced with running for kindergarten parents a “tears and tissues” morning tea and concluded with a P&C run disco/reverse Christmas tree.

Parents and caregivers assisted at school carnivals, special events and in class reading programs. The school canteen and uniform orders continued to provide an invaluable service to all children’s families, and both combined to raise further funds to support the education of the students at the school. The canteen volunteers introduced various theme days which were well received by the students and staff and worked together to provide a varied menu of healthy food options. The OOSH service continued to provide a valuable service to many parents with 40% of parents using the service at various times during the year on either a permanent or casual basis. Our P&C conducted a survey to determine the best option for, applied and was granted a BER (Building the Education Revolution) project, which hopefully will be completed early in 2010.

Thank you to the committed members of the P&C for 2009. Meetings are held on the 2nd Monday of the month at 7.30pm in the teachers’ staffroom and all are welcome to attend. Mr Haynes and his team are extremely hard working and dedicated to our children’s school. We are fortunate to belong to such a wonderful community.

Mrs. Lynda Biggs
P & C President

Student representative’s message
My family has been at this school for 13 years this year and have not been disappointed yet. While I have been at school there have been so many changes for the good, for example, the C.O.L.A, 3 Smart boards and an Outdoor Education Area which my dad helped to build. We also have had new computers installed. I sat for the Opportunity Class and made the reserve list – I would not have got that close if it wasn’t for this school and even if I did make it I wouldn’t have left it under any circumstances.

Pearl Kyle – Robinson
School captain 2010

School context

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>63</td>
<td>66</td>
<td>65</td>
<td>63</td>
<td>68</td>
</tr>
<tr>
<td>Female</td>
<td>83</td>
<td>76</td>
<td>72</td>
<td>68</td>
<td>61</td>
</tr>
</tbody>
</table>

Enrolments

![Enrolments Graph]
Management of non-attendance

Students who are of concern in terms of attendance are managed according to school and DET policy. Students who are thus identified are referred to the Home School liaison Officer (HSLO) for further investigation and for appropriate processes put in place.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/3 O</td>
<td>2</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>2/3 O</td>
<td>3</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>4/5</td>
<td>4</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>4/5</td>
<td>5</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>5/6 H</td>
<td>5</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>5/6 H</td>
<td>6</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>KINDERGARTEN</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>YEAR ONE</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes

Where possible, classes are formed within stages, classes from K – 2 are formed according to the DET staffing formula for Infants classes.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>7.4 *</td>
</tr>
</tbody>
</table>
* Both the Principal and Assistant Principal positions are teaching.

There are currently no staff working at the school who identify as Indigenous.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools. Nearly half the staff have post graduate qualifications in diverse areas such computer science, information sciences and literature.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>53</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>47</td>
</tr>
</tbody>
</table>

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></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School &amp; community sources</td>
<td>52,055.35</td>
</tr>
<tr>
<td>Interest</td>
<td>2,313.37</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4,866.33</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>216,176.55</strong></td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
Key learning areas      | 14,970.48 |
Excursions              | 24,918.13 |
Extracurricular dissections | 16,243.72 |
Library                 | 1,560.43  |
Training & development  | 1,732.30  |
Tied funds              | 15,766.13 |
Casual relief teachers  | 29,684.63 |
Administration & office | 22,110.80 |
School-operated canteen | 0.00      |
Utilities               | 8,353.70  |
Maintenance             | 7,927.58  |
Trust accounts          | 4,797.33  |
Capital programs        | 7,035.00  |
**Total expenditure**   | **155,100.23** |
**Balance carried forward** | **61,076.32** |

A full copy of the school's 2009 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 2009
Achievements
Arts
Kurrajong East provides extensive opportunities for students to be involved in all areas of the Arts. Some of our achievements have included:

- Student Dara Hengst winning the stage 3 creative writing competition for Hawkesbury schools.
- Students again being involved in the Operation Art workshops
- Seth Gibson attended a drama camp run by the DET Arts unit
- Students Lucy Ward and Angus Hamilton attended a Hawkesbury High art class initiative.
- The school choir won the small schools category of the Hawkesbury Eisteddfod.
- Art across the middle camp was attended by Lucy Ward and Dara Hengst
- 8 students were involved from stages 2 & 3 in Operation Art
- The school dance group represented KEPS at the Hawkesbury Eisteddfod

Sport
Again, Kurrajong East had a very successful year in relation to school and individual performance in a variety of sports. Some of these achievements included:

- Kurrajong East was champion school at Small Schools swimming and athletics
- Kurrajong East won the District swimming title, a major achievement for a small school against larger schools.
- Jesse Males was the 11 years boy champion at district athletics
- Carly Winser was the senior girl's athletics champion.
- Dara Hengst made it to state cross country.
- Small schools swimming champions were Brooke Ferguson (Junior Girls), Dara
Hengst (11years) and Maddison Felder (Senior Girls)

• Dara Hengst and Maddison Felder were both District champions in their respective age groups.

• Ryan Smith (Senior Boys), Jesse Males (11Years) and Dara Hengst (11Years Girls)

• Dara Hengst, Jesse Males and Ryan Smith all made it to State athletics

Other

Kurrajong East was involved in a number of other initiatives last year which included:

• a Hawkesbury leadership course for students in year 6 associated with our local high school

• Hosting a welfare forum for Hawkesbury schools that provide students for Hawkesbury High

• A writing competition for students from K-6 across K – 6.

• Discussion and workshop for students Ellen Jones and Simon Colagiuri with noted author Kate Forsyth.

• Students Gemma Lee Carter, Harry Reynolds, Phoebe Baczocha and Olivia Plucke attended the Longneck Lagoon enrichment program.

• Students Ava Wynn, Danielle Ingram, Mikaela Pieri and Patrick Ward all won there respective categories in the CWA projects on Egypt.

• The school was again involved in both the Premier’s sporting and reading challenges.

Students Harry Reynolds and Meredith Colagiuri both received 2nd places for their entries in a multicultural perspectives competition based on inclusion and tolerance.

Academic

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 the assessments.

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

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

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

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

Literacy – NAPLAN Year 3

|------|--------------------|-----------------------------|------------------|-------------------|

- 35% of students were in the top 2 bands
- 40% of students were in band 4
- 20% of students were in the top band, an 8% increase on the school’s average performance
- No student was in band 1
- Half of our students were in the top 2 bands
- 95% of students were in bands 3 to 6
- Kurrajong East students were at approximately the Like School Group (LSG) average.
- Overall performance in the top bands was less than the average from the previous three years.

### Percentage of students in bands: Year 3 spelling

- Half of our students were in band 4
- 40% achieved bands 5 and 6
- No student was in band 1, with 90% of students being band 3 to 6

### Numeracy – NAPLAN Year 3

- 90% of students were in bands 4 and 5
- No student achieved band 6
- Only 10% of students were below band 4
• No students were in band 1

Literacy – NAPLAN Year 5

- 68% of students were in bands 7 and 8
- No students were below band 5
- Significant improvements were made from the school average for students in the top 2 bands

- half of our students were in band 6
- only 8% achieved in band 8
- no student was below band 4

75% of students were located in the mid bands (5 and 6)

- half of our students were in band 6
- no student achieved band 8
- one quarter of our students were in band 7
- no student achieved below band 4

- 78% of our students were in the top 3 bands
• The number of students in the top 2 bands was significantly above our school average for the past 3 years
• Students from KEPS were above the state average for bands 6 to 8

Numeracy – NAPLAN Year 5

Progress in literacy
Kurrajong East has again performed well in all aspects of literacy for years 3 and 5. The school performed particularly well in growth within Reading being one of the districts best performed. Reading was identified as a target last year.

Progress in numeracy
Student performance in numeracy was much improved in year 3 and consistent in year 5, with no student being below band 4.

Individual areas within these results have been identified and targeted by staff to address.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

| Percentage of Year 3 students achieving at and above minimum standard |
|----------------------------------------------------------|--------------------------|
| Reading                                                 | 100                      |
| Writing                                                 | 100                      |
| Spelling                                                | 95                       |
| Punctuation and grammar                                 | 100                      |
| Numeracy                                                | 100                      |

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

| Percentage of Year 5 students achieving at and above minimum standard |
|----------------------------------------------------------|--------------------------|
| Reading                                                 | 100                      |
| Writing                                                 | 100                      |
| Spelling                                                | 100                      |
| Punctuation and grammar                                 | 100                      |
| Numeracy                                                | 100                      |

Significant programs and initiatives
Kurrajong East P.S is committed to a number of initiatives with the aim of improving practice within the school and individual student performance.

Aboriginal education
Kurrajong East is committed to implementing DET policy on Aboriginal Education through programs and initiatives that reflect its core values. The school aboriginal population is less than 1%. Programs have included:

- ‘An Indigenous Experience’ provided a whole day workshop for students, teaching about Aboriginal art, bush tucker, weaponry and performance.
- Units of work in HSIE, English and other KLA’s promoting an understanding and knowledge of Aboriginal Australia.
- Training and development for staff on DET Aboriginal policy.
Multicultural education
KEPS is committed to the principles of Multicultural Education through

- Welfare policies that consider and respect all cultures.
- Providing multicultural perspectives in relevant subject areas.
- Targeted students receiving assistance from the school learning Support team.

Respect and responsibility
KEPS welfare and discipline reflects the core values of the Department and is exemplified through programs and initiatives such as

- Peer support programs run by year 6 students.
- Anti bullying programs being run for years 4 and 5.
- A kindergarten ‘buddy’ program.
- SRC with representation from years 2 to 6.
- Merit awards and ‘Heads and Shoulders’ awards for positive reinforcement.

Other programs
KEPS provides opportunities for students to take part in student leadership initiatives and encourages participation and provides support for opportunities presented by outside agencies.

Initiatives and programs included:

- SRC representation for years 2 to 6 to organise and run lunch activities.
- Welfare programs such as Peer support and extra curricular as available.
- Increased SRC (Student Representative Council) representation within the school community.
- Buddy programs between Kindergarten and Year 6.
- Hawkesbury Leadership camp for captains and prefects.

Progress on 2009 targets

Target 1
To improve student outcomes in Reading
Our achievements include:

- 82% of year 5 students being in the top 2 bands.
- Student growth (improvement) in reading from year 3 to 5 was fifth best in the Hawkesbury.
- 75% of year 3 students being in the top 3 bands.
- The improvement in Boys results was better than girls and above the average for state.

Target 2
To improve student Numeracy outcomes in the area of Measurement
Our achievements include:

- for year 3, 95% of students were in bands 4 and 5, with all boys being in these bands.
- for year 5, 50% of girls were in bands 7 and 8, whilst 66% of boys were in band 5.
- the school achieved comparable growth to the state and Hawkesbury.
- Boys showed significant improvement that was greater than the state and region.

Target 3
To improve student outcomes in Science
Our achievements include:

- The purchase of another ‘science in a box’ kit for stage 1 students.
- An increase in the amount of science based teaching across K- 6, with more practical components drawn from the box.
- The development and implementation of a new scope and sequence based on Science in a box resource packages and teacher kits.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Teaching and Learning and Maths.

Educational and management practice
Kurrajong East sent home surveys with students to ascertain the community view on Teaching / Learning. Students also completed surveys based on their perception of issues concerning Teaching and Learning. These surveys are Department of Education developed surveys known as Schoolmap.
Background
The school was interested in gauging community views and satisfaction levels with the teaching and learning at Kurrajong East.

Findings and conclusions
In relation to Parents:
• 75% of parents said that school almost always or usually endeavoured to make lessons appropriate, relevant and interesting.
• 90% of parents stated that class teachers effectively managed the curriculum and other issues in the classroom.
• 80% of parents said that their children’s needs were identified and catered for accordingly.
• 75% of parents said that the reporting of student progress / assessment procedures was adequate.

In relation to students:
• 90% of students said that their teachers made lessons interesting.
• 85% of students believed that all students are treated fairly and equitably and are expected to do their best.
• 85% of students said that teachers discussed issues with progress and academic performance.
• Interestingly, 40% of students thought that they had access to good equipment.

Future directions
These results will be used to identify areas for improvement in both teacher pedagogy and student performance and will be incorporated into staff training and development.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
• 95% of students surveyed said the school took care of their needs and that they were the school’s main concern.
• 80% of surveyed parents said that the school offered challenging programs to students and expected them to do well.
• 85% of staff and students said the school valued the personal achievements of students and that individual needs were catered for and recognised through various programs and initiatives.
• All staff supported school practices in culture, management procedures and development and how it looked to improve upon current practice.

Professional learning
Kurrajong East has a commitment to providing Teacher Professional Learning (TPL) to support strategic initiatives, school management targets and the ongoing development of staff. 2009 funds were used to:
• Support targets as listed in the school management plan.
• Support identified staff need as per the TARS (Teacher Assessment and Review Schedule) process.
• Part of the professional learning needs of staff was covered in staff development days.
• Release staff to participate in training and development sessions directly linked to the school management plan.

School development 2009 – 2011

Targets for 2010

Target 1

Reading: To improve text comprehension through mixed media

Strategies to achieve this target include:
- Increased training and development focused on visual literacy and its relationship to written text.
- The use of consultancy centred on targets as identified in the school's management plan.
- An increase in the purchase of texts that have mixed media text and a visual literacy component.
- Training and development that incorporates new technologies into the teaching of visual literacy.

Our success will be measured by:
- 95% of students achieving above Band 3 in NAPLAN.
- 70% of students achieving within the top 2 bands in NAPLAN which is currently at 30%.
- 95% proficiency rates are maintained by Year 2 students.

Target 2

Numeracy: To improve student performance in number operations, specifically division and multiplication

Strategies to achieve this target include:
- Increased training and development on number operations from the number strand.
- The use of consultancy to support specific school targets as outlined by the school in its management plan.
- An increase in the purchasing of hands on materials that support the teaching of specific number concepts.

Our success will be measured by:
- 100% of students showing improvement in the number component of SENA testing.
- To have 10% representation in band 6 and to move 10% of each band up 1 band. Currently no students from year 3 are in band 6.
- For year 5 students, to increase from 6% to 20% the number of students in band 8.
- 90% of students having a growth rate of 1 band or above.

Target 3

To improve student outcomes in Science

Strategies to achieve this target include:
- developing the whole school science scope and sequence and embed it within class programs
- To further resource all science kits to enable science lessons to be more ‘hands on’.
- Providing on going training and development to address the teaching of science concepts from each box and as identified in our scope and sequence.

Our success will be measured by:
- More students entering the UNSW Science competition.
- More hands on activities being utilised in all classes.
- Improvement in student performance within science, reflected in individual student reports.

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.

Brendhan Haynes - Principal
Anthony Last - Assistant Principal
Karen Karberis – Parent Representative

School contact information
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Fax: 4576 3579
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Web: http://www.kurrajong-e-p.schools.nsw.edu.au
School Code: 2343

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: