

# KURRI KURRI PUBLIC SCHOOL

ESTABLISHED 1904  
*Learning Caring*



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## **Kurri Kurri PS School Evaluation 2014**

The Kurri Kurri Public school 2014 Evaluation was conducted in August 2014. It was conducted by an Evaluation Team consisting of the school Principal Eve Field, Deputy Principal Lesley Doran, Assistant Principal Kim McIntyre, teaching staff Sam Petherbridge and Amylee Merchant, SAS staff Genelle Parker and Karen Wilkinson, parents Lynne Murphy- Miller and Kate Moss and AECG representative Sonia Sharpe.

The Evaluation team considered a range of sources across 9 Key indicators in developing its findings.

The Key indicators were:

- 1. Consistency of Quality Teaching practices and programming across the school**
- 2. Differentiation in literacy and numeracy**
- 3. Instructional Time**
- 4. Student access to learning in all KLAs**
- 5. Student Attendance and wellbeing**
- 6. Assessment and data informs programs**
- 7. Support of staff**
- 8. Professional Development**
- 9. Satisfaction with programs offered in the school**

The sources used in the Evaluation included:

- **Interviews with staff, students and parents**
- **Surveys of staff, students and parents including Tell Them From Me surveys**
- **Feedback from the Term One Parent Forum**
- **School documentation including classroom teaching and learning programs, and the School Plan**
- **A range of data including NAPLAN results, Best Start, Reading levels, speech assessments, behaviour data and attendance data**
- **Classroom observations**

**The Findings, Conclusions and Recommendations from the Evaluation will inform Strategic Planning for the school for 2015 -2017.**

**School Evaluations are to be conducted each year during Term 3.**

## **Summary of Findings and Conclusions, and resulting Recommendations**

### **Consistency of Quality Teaching practices and programming across the school**

#### **FINDINGS**

##### ***Achievements***

- Teachers are consistently explicit to the children about what they are teaching and why
- Quality engaging learning programs
- PBL is assisting in student engagement
- There is increased consistency in programming across the school
- Ann Morrice Learning Cycle very positively received by majority of staff involved
- Daily Five very positive impact on classrooms
- Students enjoy maths
- 8 Aboriginal ways of learning consistently implemented
- Tell Them From Me survey indicated a high level of effort by students
- TTFM survey indicated a high level of rigour in learning felt by students 4-6
- Classrooms are reflecting focus on flexible seating and floor and desk learning spaces and children generally like this
- Collaboration in groups is a focus in classrooms
- Children express liking for a range of learning experiences as well as technology
- Quality learning environments – resources and tools for learnings (eg word banks) available and used by students

##### ***Issues***

- Classroom teaching programs disrupted by teachers off class replaced by casuals
- Students dislike their learning being disrupted by other students
- Staff absences affect schedule of TARs practices
- 30% of students express that they aren't motivated, increases from 4- 6 (TTFM survey)
- NAPLAN numeracy results reflect downward trending especially in comparison to literacy

#### **CONCLUSIONS**

- There are many positive indications of Quality teaching practice in the classrooms
- The programs that are currently in place should remain and be consolidated in 2015
- Greater focus on numeracy needed across the school in terms of professional learning, timetabling and student support
- The school needs to explore maintaining motivation in Stage 3 levels
- Commitment to minimising disruptions to classroom teaching is essential
- Future Learning is an essential direction for the school

## RECOMMENDATIONS

- Focus on student centred learning and goals
- Teachers to have release days three times a year for teacher/student conferences – 15 minutes per student, beginning of Year (prior to speed interviews), end of term 2 (share reports, prepare for 3 Way Conferences) beginning of Term 4
- Develop continuum in terms of student WALTs, to use in conferences (user friendly)
- No new literacy learning programs to be introduced in 2015 – focus on implementation of L3, Daily 5, Ann Morrice
- Focus on Maths/numeracy for TPL in 2015
- Focus on Science for TPL in 2015
- Increase time allocations for maths in all classes – alternate English/Maths in timetables- 25% of timetabling each
- Teaching and learning handbook to be developed
- Classrooms expected to reflect current learning, and assist with retrieval of learning such as word banks
- Data discussion meetings between supervisors and teachers- to be scheduled by supervisors as part of RFF or after school – week 5 each term
- Continue focus on Future Learning – develop a reference group, ensure PL
- Budget for assisting flexible work spaces and outside learning areas
- Purchase furniture that allows flexibility of movement for classrooms – Stage 3 focus in 2015
- Action research in further extending Early Years Learning Framework into first semester of Kindergarten, boost song and play elements of programs

## Differentiation in literacy and numeracy

### FINDINGS

#### *Achievements*

- Students have learning goals
- Differentiation highly evident in classrooms as well as in programs
- 49% of students in TTFM survey feel that they are receiving work at a suitably challenging level
- Students enjoy choices
- Strong evidence of Individual Educational Plans (IEPs) , including for GATS students

### ***Issues***

- Students would like extension in their work
- Students would like assistance with work
- More one on one reading needed
- 0.1 GATS coordinator role in plan, but not implemented

### **CONCLUSIONS**

- Differentiation highly evident in classrooms and teacher programs
- Students can name and reflect on Learning goals and intentions
- The GATS coordinator role should be implemented to support GATS student
- Students need to know how to communicate with teachers effectively when they are having difficulties with learning eg communication slips

### **RECOMMENDATIONS**

- Fortnightly meetings between LASTs, Counsellor, DPs and Principal, check progress on students referred to LST and ensure feedback to staff – Flowchart
- Prioritise case loads for LASTS
- Continue tracking of student access to services
- Teachers teach each others classes within the grade – support consistency of teacher judgement
- Maintain Intensive Reading groups, Quicksmart
- LASTS identify children for numeracy support, and develop programs with teachers to provide support
- EOI for a GATS Coordinator – 0.1, to support classroom teachers in identifying and programming for GATS students

### **Instructional Time**

#### **FINDINGS**

##### ***Achievements***

- Clear organisation in classrooms, clear procedures and systems in place
- Students enjoy one on one working
- Paging and phone calls from the office have observably decreased
- RFF teachers demonstrate control over discipline in classes
- Clear instructions and expectations support lesson pacing and implementation
- Students like hands on activities

##### ***Issues***

- Casual/RFF teachers need to be consistent in following school systems, and set clear expectations for students

- School expectations need to be clear for casual teachers
- Additional activities/performances and events impact on classroom time
- Musical impacted on class time
- Student behaviour impacts on learning
- Not enough spaces for additional activities
- Staff absences from class disrupt normal learning

## **CONCLUSIONS**

- Teachers should observe school calendars to plan teaching and learning activities around anticipated additional school programs and events – time management and scheduling?
- Where possible events should be scheduled for the afternoons
- Teaching and learning handbooks to be developed to clarify whole school practices and expectations
- Casual teachers aware of school practices and expectations

## **RECOMMENDATIONS**

- Development of Teaching and Learning Hand book to ensure common effective practice and guidelines across the school, and for casuals
- Supervision of casuals to identify those best able to sustain instructional time for classes
- Teachers to observe whole school calendar, and plan instructional time around variations to routine
- Variations to routine minimized – basis of maximum ten hours per term, including excursions, shows, talks, special assemblies, whole school events (apart from Year 5 camp and Canberra)
- Staff PL on instructional time through structured readings – how teachers can avoid loss of instructional time through classroom processes, smooth transitions etc
- Changes to timetabling of specialized activities eg IR, speech to enable all to happen within limited space

## **Student access to learning in all KLAs**

### **FINDINGS**

#### ***Achievements***

- Good coverage and access to learning across Key Learning Areas
- Children conscious that getting a good education will help them get a good job
- Strong progress by Aboriginal and Torres Strait Islander students, and programs offered to support them culturally and academically
- Powerdrill in numeracy seen as effective in reinforcing number recall K-2
- Positive results for students from intensive reading, Quicksmart, Reading Recovery

- Musical seen very positively by school community
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### **Issues**

- Students would like more sport
- Learning time tables
- Staff capacity to teach all KLAs
- Boys not in performance groups

### **CONCLUSIONS**

- The school has strong coverage of all KLAs
- The school should make effort to engage boys in performance groups
- The school has to comply with BOS mandates in terms of time allocated to KLAs
- Powerdrill/ rote learning used appropriately to support learning

### **RECOMMENDATIONS**

- Continue to implement Aboriginal Education Learning Plan
- Employ specialist teacher to continue choir/dance groups, support classroom teachers and release other teachers to hold performance groups
- After school clubs – teachers offer for a term, with release day pay back for each 6 hours of tuition eg music teaching
- DP curriculum and leader Science reference group to support staff in implementing new NSW Science syllabus
- offer of boys choir/dance groups, to build upon strengths identified in Musical
- Synthetic grassing/softfalling of COLA areas and Kinder play areas to promote outside learning spaces
- Power drill practice to be implemented across school, primary focus on tables

### **Student Attendance and wellbeing**

#### **FINDINGS**

##### ***Achievements***

- Positive Behaviour for Learning (PBL )highly regarded by staff and students
- Students like appreciation boxes in their rooms
- School has Kids matter, Mindfulness, Rock and Water, Drumbeat implemented
- Health care plans kept current and available
- TTFM indicates positive relationships between staff and students
- Speech programmes indicate substantial improvement in 64% for Kindergarten children
- Careers Day positive event
- Bro Speak and Sista Speak have been positive for ATSI students and made link to parents
- Positive classroom environments
- High level of awards and recognition for students

- Attendance is currently 92.84%
- High level of ATSI students with 100% attendance

### **Issues**

- Parent community not yet reflecting awareness of PBL
- Bullying
- Classroom maintenance issues – size, paint, furniture
- 20% of children years 4-6 feel mild to high levels of anxiety
- Students resent the students who cause difficulties in classroom getting what is seen as special treatment
- 73.2% of students have attendance of 90% or higher – was 77% in 2013, target is 80%

### **CONCLUSIONS**

- Continue PBL
- Speech program has been highly beneficial and should be maintained
- There is a need for programs that support student wellbeing and mental health and we should continue the programs that assist with this
- Inform parents about anti- bullying policies
- Enlarge our bullying surveys to gain more effective information
- Inform parents about PBL
- Continue improvement of school grounds
- We need to survey students as to what they see should be fixed in the classrooms
- Continue to focus on attendance

### **RECOMMENDATIONS**

- PL training in Mindfulness and Rock and Water, to sustain these practices across the school
- Continue Bro Speak and Sista Speak
- Continue 3 day speech program – may need to adjust to use RR rooms after recess, assessment and training in morning or in class support by aides
- Publicize targets for attendance, and information on attendance, legal consequences. Refine positive attendance policy. Introduce awards for class attendance improvement and levels of attendance – above target. Establish an Attendance Reference Group.
- Ensure teacher/learner conferences look at attendance- praise and encourage
- Continue to implement PBL
- Provide updates for PBL in newsletters and online
- Continue anti-bullying education
- Provide information to parents re bullying and behaviour policies

## **Assessment and data informs programs**

### **FINDINGS**

#### ***Achievements***

- Positive feedback in workbooks
- Staff report that assessment drives their teaching
- Continuum supports student learning
- Anecdotal records on students
- Anecdotal notes in teacher programs
- 3 Way conferences enable student centred learning
- 3 Way conferences and speed interviews enable teachers and parents to share information
- Year 3 NAPLAN results showed more students in higher bands in all strands, and less students in lower bands in some areas

#### ***Issues***

- Group activities not challenging
- Year 5 and year 7 NAPLAN growth did not meet targets, and was below state average, and expected growth levels

### **CONCLUSIONS**

- Maintain Speed Interviews and Three way conference in 2014 format
- Ensure work is challenging and reflects high expectations
- Introduce two part maths questions into Maths programs from ES1
- Maintain assessment and reporting schedule

### **RECOMMENDATIONS**

- Continue with current assessment and reporting schedule, including Speed Interviews and Three Way Conference format
- Allow time for teacher/learner conferences, to build student self-regulation and self-efficacy of learning

## **Support of staff**

### **FINDINGS**

#### ***Achievements***

- Executive extremely supportive
- Peer support is strong



- Good opportunities for beginning teachers
- Effective Teacher Assessment and Review Schedule processes
- Guidance/feedback given for programming
- Stronger Smarter accepted by staff – increase in support for Appreciation Box and Check Outs

### ***Issues***

- Casual teachers change classroom dynamics – need to know and follow school expectations
- Executive to provide more support for learning
- Year 2 distance from Stage 1 AP
- Staff need debriefing process after incidence
- Staff not asked about evening performances at musicals, or other evening activities
- Knowing who to take concerns to eg wet weather rosters

### **CONCLUSIONS**

- Reinforce roles and responsibilities
- Wellbeing check process for staff after major incidents

### **RECOMMENDATIONS**

- Higher duties nomination of additional AP to support Stage 1 (or extend accessibility of Stage 1 AP through release)
- Guidelines to support casuals
- Procedures for debriefing staff after incidents of concern
- Flow chart for staff concerns to be developed ie hierarchy
- Staff to be advised of evenings requiring attendance at least 2 months in advance, and to report concerns to Principal at time of advice – clear statement from staff re roles
- Identify relieving executive in absence of substantive executive
- Continue TARS processes\* – relief in TERM 1 to enable Executive to meet with all staff  
\*will change in name and processes in 2015 in line with Federation/DEC agreements

### **Professional Development**

#### **FINDINGS**

##### ***Achievements***

- Transfer of Professional Learning into classrooms evident
- Strong variety of PL opportunities
- Planned PL (School Plan) reflected in PL listed by staff
- Speech Workshops excellent

- Professional Learning and Development Plans (PLDPs) effective in framing teacher development, and access to learning
- Teachers Requiring Accreditation (TRA) and new scheme meetings great support for staff
- SASS staff are having a variety of PL opportunities

### ***Issues***

- Need to ensure PLDPs are forward planning tool, not reflective, and staff and executive set goals for the next term
- No follow up on SASS PLDPs
- Opportunities given to targeted people
- Too much PL at the same time

### **CONCLUSIONS**

- Has been universal and related to school plans and PLDP
- Develop a supervisory system for SASS staff to support professional development
- Consolidation of PL in 2015

### **RECOMMENDATIONS**

- PLDPs to be established early, and coordination with all exec to identify common areas
- Support process for SASS to ensure PLDPs are followed.

## **Satisfaction with programs offered in the school**

### **FINDINGS**

#### ***Achievements***

- Positive about learning programs – student/staff
- Speech program, drumbeat positive
- L3, Ann Morrice positive
- PBL, daily Five positive
- High level of satisfaction with the school expressed by parents
- High level of satisfaction with the school expressed by students
- High level of satisfaction with the school expressed by staff
- Julie’s art group and programs well received – created great image for the school at Edfest
- Dance and Choir groups have been very good for students and for school image

#### ***Issues***

- Parents would like workshops so they are confident to help in classrooms, or help with homework

- Concern that children in lower bands in maths are not being supported as Middle children are Quicksmart targets
- Mentoring program still not clear to staff

## **CONCLUSIONS**

- There is a high level of satisfaction
- Art, Dance and Choir GATS groups have been successful
- Parents would like workshops to develop their confidence in helping in the classroom
- Quicksmart implementation for parents needs to be clarified

## **RECOMMENDATIONS**

- Continue offering workshops for parents to help their understanding of the syllabus, and their confidence in assisting their children at home and as classroom helpers – consider alternate venues to school
- Identify staff with expertise in specific Creative Arts areas, to support whole grade programs and to be released to support GATS groups
- Information on school programs eg Quicksmart to be made available through the Newsletter and website regularly, to maximise understanding for the school community about the intent of these programs.