

# KUKERIN PRIMARY SCHOOL



# Annual Report 2020

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## INTRODUCTION

Welcome to Kukerin Primary Schools Annual Report for 2020. This year marked a very busy and successful year for Kukerin Primary School, academically and socially, for staff and students alike.

It was a year like no other and we were definitely put to the test, however, we all rallied together and managed to ensure a successful year with some special events later in the year.

This year also saw the commencement of the first of our three-year Strategic Plan. Although COVID-19 had something to say about that, we were able to get started with some of our priority areas and see some good results.

Staff commitment and determination to continually improve student outcomes is evident through this Annual Report. Staff share a positive and collaborative approach, resulting in whole school plans, programs and decisions being made collectively.

The Kukerin School Council continues to be invaluable by providing strong governance and advice on policies. We have said goodbye to some members including our Chair Jo Doney and look forward to welcoming our new members and Chair in 2021, and our School Council will continue to have a role in contributing to good school governance on behalf of the community and our students.

Our P & C has continued to be a supportive and enthusiastic group within our school. We appreciate the great work they do in volunteering their time and expertise and fundraising skills to ensure our school can continue to provide resources, camps and other necessities for the continued education of our students.

We continue to work hand in hand with our Regional Leaders who 'strive for and commit to a Wheatbelt Education Region where people in our school communities feel supported and empowered to deliver high levels of engagement, attendance, participation and achievement for every student, every day in every classroom.

## ETHOS

The purpose of Kukerin Primary School is for the staff, parents and the community to assist each other to help our children develop the skills, knowledge, understandings, personal attributes and values necessary to become successful, responsible and independent adults who contribute successfully to the social and economic wellbeing of the broader community.

## VISION

At Kukerin Primary School we provide students with the skills and confidence to reach their full potential in academic, social and sporting endeavours in a supportive and caring environment. Our school motto, *'Small But Strong'* guides us on how we will achieve this vision along with the school values of I am Respectful, Responsible, Safe, A Learner and Resilient.

## PURPOSE

Our goal is to provide a safe, harmonious and motivating school environment, focusing on the needs and interests of our students and community. To achieve this goal, we will ensure that:

- Our planning is directed towards students developing a strong sense of self-worth, so they are well equipped to become successful lifelong learners.
- All staff are part of a collaborative team, working towards shared goals, where mutual respect and tolerance will be evident in an atmosphere of open communication.
- A strong, enduring partnership between school, parents and the wider school community is forged.
- Learning and teaching are outcomes based and student centred, catering for all pupils according to their individual needs.

## COMMUNITY PROFILE

The town of Kukerin is situated 330km south east of Perth within the Dumbleyung Shire. Its nearest towns are Dumbleyung (40km west) and Lake Grace (40km east). Approximately 55 people reside in the town, with the rest of the community living on the surrounding wheat and sheep farms.

Kukerin Primary School is located in the southern end of the Wheatbelt Education Region. Most of the students come from farming families and travel to school on one of the three bus services provided.

Kukerin Primary School enjoys fantastic support from the community and has an active P&C Association and a supportive School Council. The school staff and community have formed a collaborative partnership to ensure a positive learning environment and the best outcomes possible for all students. The school's motto ***'Small but Strong'*** is mirrored in all its activities and programs.

## OUR COMMUNITY

Our community is one where all school staff, families and the wider community all play a role in developing and educating our students. We work together to this end to ensure a warm, friendly and welcoming environment for everyone where our students can grow and learn and blossom into their future roles in the wider society. Thank you everyone for your part in this!

## SCHOOL STRUCTURE

In 2020, Kukerin Primary School operated three multi-aged classrooms.

- Junior Room - Kindergarten to Year 1
- Middle Room - Year 2 to 3
- Senior Room - Year 4 to 6

Specialist Teachers provided specific instruction in the learning areas of Science, Digital Technologies, The Arts and Physical Education.

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## STUDENT NUMBERS

During 2020 student enrolments at Kukerin Primary School saw us with a total of 43 students.

	KIN	PPR	Y01	Y02	Y03	Y04	Y05	Y06	TOTAL
Full Time	(3)	5	6	6	8	1	9	3	43
Part Time	5								

Note: The KIN Full Time student figure represents the Full Time Equivalent of the Part Time students.

Student numbers have increased in 2020 and with future Kindy enrolment it is expected to remain the same for 2021.

## STAFF INFORMATION

	No	FTE	AB'L
<b>Administration Staff</b>			
Principal	1	1.0	0
<b>Total Administration Staff</b>	<b>1</b>	<b>1.0</b>	<b>0</b>

<b>Teaching Staff</b>			
Other Teaching Staff	4	3.4	0
<b>Teaching Staff</b>	<b>4</b>	<b>3.4</b>	<b>0</b>

<b>School Support Staff</b>			
Clerical / Administrative	1	0.8	0
Cleaning / Gardening & Maintenance	1	1.0	0
Other Non-Teaching staff	3	1.9	0
<b>Total School Support Staff</b>	<b>5</b>	<b>3.7</b>	<b>0</b>

<b>Total</b>	<b>10</b>	<b>8.1</b>	<b>0</b>
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There were some changes to staffing during the 2020 school year with the Senior Room teacher leaving due to COVID-19 restrictions and the Junior Room teacher going on Maternity Leave earlier in the year. Both teachers were replaced in a well-managed way, ensuring minimal disruptions to teaching and learning. Unfortunately, at the end of the year we had to say goodbye to all three full time teachers who each felt it time to move on.

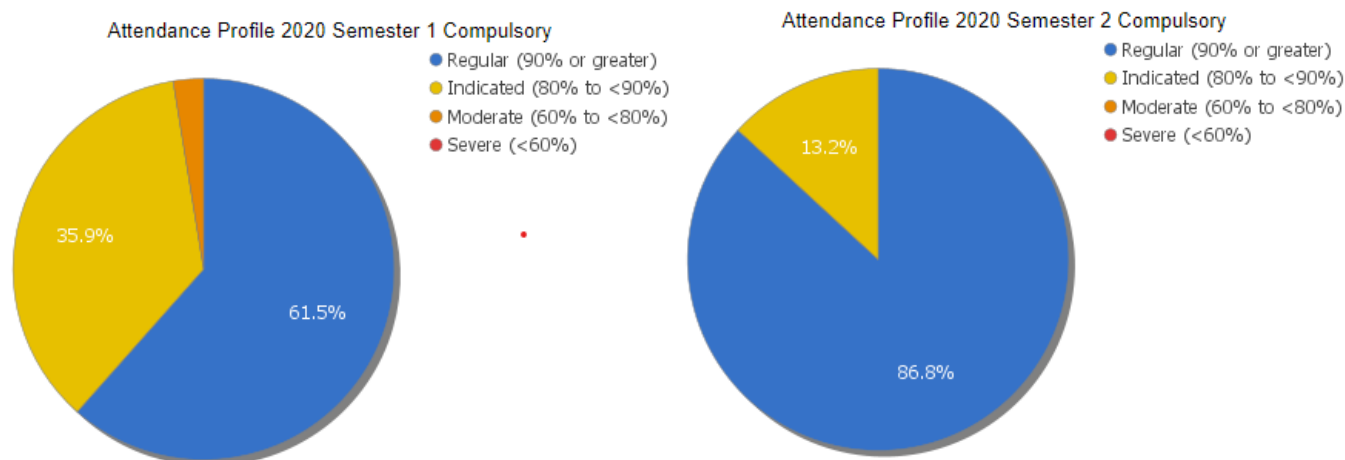
With COVID-19 came extra cleaning regimes and our cleaner had to increase her hours to accommodate the extra safety and hygiene practises required.

### ATTENDANCE

The Department of Education wants to make sure all children get the best education possible which is why attending school every day is so important. Western Australian law stipulates that all school-age children must go to and attend school every day and each school is required to keep accurate attendance records for all its students. Students with attendance at 90% and above are in the regular attendance category.

	Attendance Rates		
	Kukerin Primary School	Like Schools	WA Public Schools
2016	94.3%	94.5%	92.6%
2017	93.6%	94.7%	92.7%
2018	92.8%	94.3%	93.7%
2019	93.8%	93.4%	89.8%
2020	Affected by COVID-19		

The 2020 Semester 1 attendance data was adversely affected by the COVID-19 pandemic and is not comparable to previous years.





## PARENT, STAFF AND STUDENT SURVEYS

The National School Opinion Survey is conducted online every second year, and this give the school's parents, staff and senior students the opportunity to share their opinions of the school's overall performance. During Term 4 our Staff, Parents and Students were asked to complete a survey with regards to the 2020 school year. Twenty-three parents and four staff responded to the survey and all Year 5 and 6 students took part.

### PARENT

Responses from parents indicate that there has been some concern in the areas of 'the school takes parents' opinions seriously' and 'the school is well led'.

It should be noted that we take parent feedback seriously and we are working to address these concerns.

### STAFF

School leadership and staff support has been a major concern of the staff that took part in this survey, together with the school 'working with parents to support student learning' and student behaviour. Staff have identified several concerns that require exploring, and through working with current staff we will look at ways in which we can address these concerns in partnership with staff and the community.

### STUDENT

Responses were well received with most students having a positive opinion of our school. With an overall rating of 4.0, it is felt that students are generally happy at Kukerin Primary School. It was noted that the lowest area was 'My school takes student opinions seriously' rated at 3.5. We are currently discussing as some staff ways in which we can create opportunities for students to be more proactive in leadership roles and have their voices heard in school matters that affect them.



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## SOME HIGHLIGHTS OF 2020

- Swimming Lessons
- Swimming Carnival
- Blast Cricket Competition
- Harmony Day Celebration
- Simultaneous Storytime
- Mary Morgan Cross Country
- '123 Magic' Sessions
- Australian Maths Competition
- South Lakes Athletics Carnival
- 'Packed to the Goodness' Parent and Student Session
- Golf Clinic
- Scitech Visit
- Book Week Dress-up
- Circuit Breakers
- Aboriginal Cultural Dance Performance in Newdegate
- Sporting Schools – Tennis Coaching with Keith O'Brien
- Graduation Dinner
- End of Year School Presentation and Awards Evening








## REVIEW OF THE KPS STRATEGIC PLAN 2020-2022

The 2020-2022 Strategic Plan was created in consultation with staff, students, the School Council and the wider community. It was endorsed by the School Council Chair Jo Doney, and it continues to be our guide for our priority areas to continue high quality teaching and learning for all students. We continue to monitor our progress and make adjustments where deemed necessary to achieve our targets and support our students to succeed.

## PRIORITIES

Key:	 Achieved
	 In progress
	 Not yet started

1. TEACHING QUALITY	CELEBRATIONS	RECOMENDATIONS
School's Explicit Instruction Model is embedded in a consistent manner in all English and Mathematics lessons	Explicit Instruction Model continues in all classrooms	
Whole school planning documents for English and Mathematics developed and inform teaching	Scope and Sequence documents developed	A consistent approach to guided reading and comprehension is needed.
A play-based curriculum is embedded in the early years classroom	Outdoor and indoor environments set up to engage students in play based learning	
Engage staff in high quality professional learning in including staff sharing of expertise	Explicit Teaching instruction by staff to staff	More professional learning required.
Increase teacher capacity in ICT/STEM	Senior Room teacher heavily engaged in ICT/STEM across the school	Require professional development for new staff.
Whole school focus on SAMR model when integrating ICT		Staff require professional development on SAMR.
Highly effective feedback processes are in place	Students given feedback after assessments	



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2. STUDENT ACHIEVEMENT AND PROGRESS	CELEBRATIONS	RECOMENDATIONS
Teacher judgements are consistent and align with performance data.	Teachers moderating with each other. Use of Brightpath and SCSA documents and assessments in all classrooms	Possible moderating with other schools.
Data is collated, analysed and informs practice	Collaboration between staff on assessment results and how to use the information to forward plan	
Targeted assistance for students below expected achievement benchmarks	Individual Education Plans Working with School Psychologist, Occupational Therapist, Speech Therapist, School Nurse and other outside agencies	
Increase level of academic achievement for SAER	Use of Education Assistants to help deliver one on one and small group learning	Professional Development in Learning with Special Needs
Higher achieving students in English and Mathematics supported through extension and enrichment tasks	Some classroom support where available	Implementation of extension programs and in class enrichment activities
Effective feedback processes are in place	Reporting to parents Dialogue with students	
Students work towards individualised targets	Negotiated with classroom teachers	
Students explicitly taught higher order thinking skills and self-talk	Implemented in Health lessons	Whole school program should be investigated



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3. SAFE AND INCLUSIVE ENVIRONMENT	CELEBRATIONS	RECOMENDATIONS
Strategies are enacted to increase student resilience and wellbeing	Smiling Minds PL Be You Program	Whole school implementation
Provide differentiated curriculum for students with imputed disabilities	Use of Education Assistants to help deliver one on one and small group learning Liaison with School Psychologist, Occupational Therapist, Speech Therapist, School Nurse and other outside agencies.	Professional Development in Learning with Special Needs
Implement a proactive approach to reducing absenteeism rates across the school	Statistics detailed to parents in Parent Meetings and Newsletters Whole School 100% Attendance stickers	
Work effectively with interagency partners on student engagement, mental health, and family, behavioural and health issues	Liaison with School Psychologist, Occupational Therapist, Speech Therapist, School Nurse and other outside agencies.	
Actioning of ACSF Action Plan to promote education of Indigenous culture and history within the school.		Yet to be implemented
Review Kukerin Primary School Positive Behaviour Matrix to improve its effectiveness as tools to teach and reinforce values and expected behaviours		Requires reviewing
Strategies are initiated to further acknowledge achievements of staff	Teacher recognition and trophy awarded at weekly mini meetings Certificates	



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4. COMMUNITY ENGAGEMENT AND PARTNERSHIPS	CELEBRATIONS	RECOMENDATIONS
Ensure timely and ongoing communication of relevant class, school and community events	Emails to parents School Newsletter Dumbleyung CRC	More information on Classroom events
Provide formal and informal opportunities for the school community to be involved in the identification and implementation of future directions for Kukerin Primary School	Kukerin PS School Council Kukerin PS P & C	
School Council to remain highly informed and well led	School Council training booked	
Actively seek partnerships with local businesses, community groups and organisations	Dumbleyung CRC LEMC	
Draw upon the support of local Aboriginal individuals and groups to assist with improving student's understandings and Aboriginal culture and heritage	Attendance at local PS to learn about traditional Aboriginal Dance, food and culture	
Facilitation of a range of school-based events to increase community participation in the school	A range of activities within school to celebrate special events	Introduce Bike Week activities





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5. HIGHLY EFFECTIVE LEADERSHIP	CELEBRATIONS	RECOMENDATIONS
Reinvigorate student leadership roles	Opportunities to lead mini and general assemblies Suggestion box implemented	Students have a bigger role and a bigger voice
Effective distribution of leadership roles across the school	Staff given roles as Curriculum Leaders Staff offered opportunities to be involved in leadership roles Centre of Excellence Internship	Upskill all staff in areas of need
Provide professional learning opportunities for aspirant leaders within the school	Opportunities for staff to take on leadership roles	Professional Development offered
Principal is a lead learner and drives school improvement processes in collaboration with all staff	All staff invited to attend Staff Meetings and Staff Development Days All Staff given opportunities to be a voice Documentation, learning, programs, etc, worked thorough as a team	
Provide opportunities for existing School Council members to undertake handover process to new members and ensure appropriate training is provided	School Council Training organised	





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6. RESOURCES	CELEBRATIONS	RECOMENDATIONS
Technology is reviewed for currency and effectiveness in maximising learning outcomes	All Apps on iPads checked for suitability	
Increase ICT resourcing, including STEM, to support future initiatives	Very well resourced STEM boxes in each room	
Funding for targeted initiatives and other whole school initiatives is used more strategically	Use of Literacy Pro	Upskilling of all staff Purchase of new books
Education Assistants are used in a more effective manner across the school	Utilised for one on one and small group work	
Education Assistants are well informed with all key school initiatives and more directly involved with external professionals	Mini meetings to inform staff of upcoming events and give opportunities to be involved in school initiatives Opportunities to attend Professional Learning Emails of any relevant information	
Library resources are assessed for currency and teacher resources system is improved	A review of library resources Teacher Resource kits developed	
Our school will be well resourced in the areas of Aboriginal history and culture	The library is well resourced with Aboriginal history and culture	



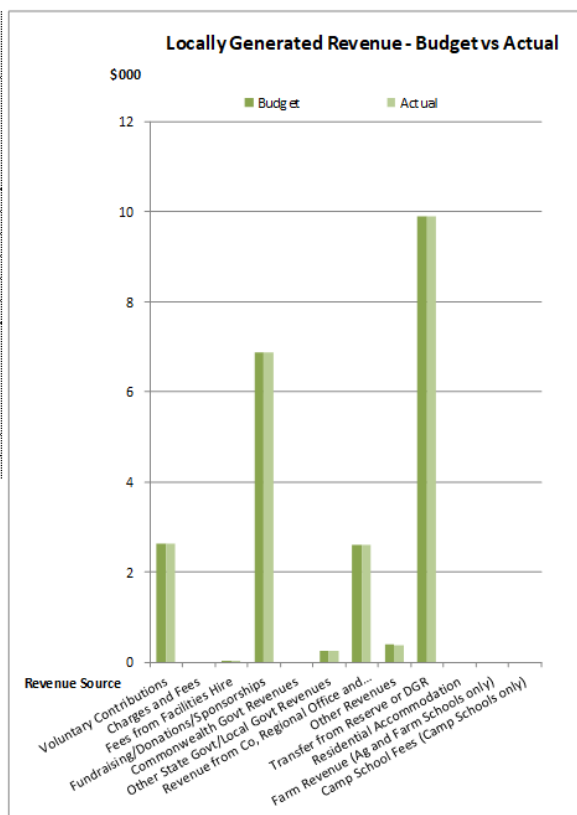
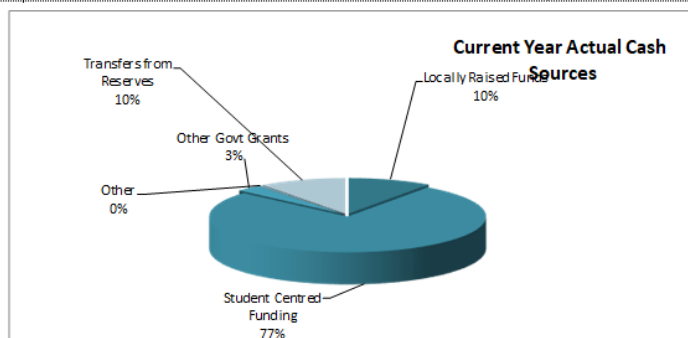
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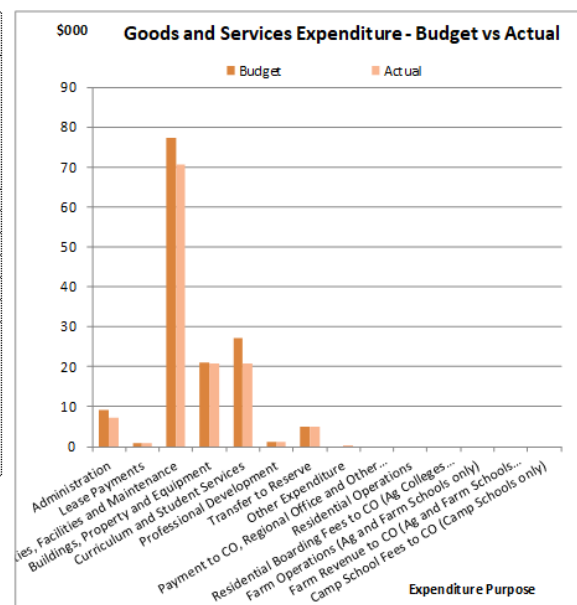
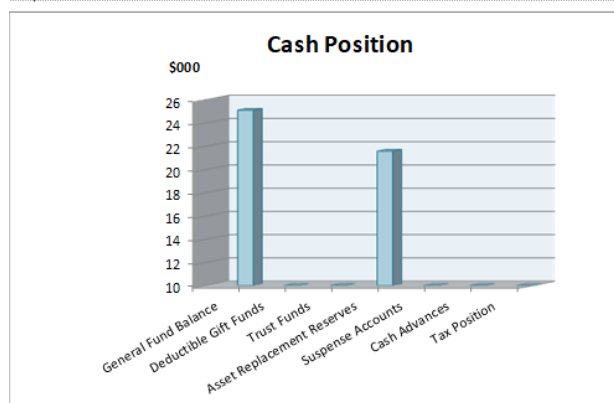
'Small But Strong'

## 2020 ANNUAL REPORT FINANCIAL DATA

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 2,640.00	\$ 2,640.00
2 Charges and Fees	\$ -	\$ -
3 Fees from Facilities Hire	\$ 1.00	\$ 0.91
4 Fundraising/Donations/Sponsorships	\$ 6,890.00	\$ 6,889.50
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 250.00	\$ 250.00
7 Revenue from Co, Regional Office and Other Schools	\$ 2,612.00	\$ 2,611.84
8 Other Revenues	\$ 390.00	\$ 383.91
9 Transfer from Reserve or DGR	\$ 9,900.00	\$ 9,900.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 22,683.00</b>	<b>\$ 22,676.16</b>
<b>Opening Balance</b>	<b>\$ 54,397.00</b>	<b>\$ 54,396.67</b>
<b>Student Centred Funding</b>	<b>\$ 74,412.00</b>	<b>\$ 74,412.10</b>
<b>Total Cash Funds Available</b>	<b>\$ 151,492.00</b>	<b>\$ 151,484.93</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 151,492.00</b>	<b>\$ 151,484.93</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 9,064.00	\$ 7,262.60
2 Lease Payments	\$ 918.00	\$ 918.10
3 Utilities, Facilities and Maintenance	\$ 77,297.00	\$ 70,508.13
4 Buildings, Property and Equipment	\$ 20,931.00	\$ 20,712.34
5 Curriculum and Student Services	\$ 27,021.00	\$ 20,887.35
6 Professional Development	\$ 1,200.00	\$ 1,096.36
7 Transfer to Reserve	\$ 5,000.00	\$ 5,000.00
8 Other Expenditure	\$ -	\$ 4.82
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 141,431.00</b>	<b>\$ 126,389.70</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 141,431.00</b>	<b>\$ 126,389.70</b>
<b>Cash Budget Variance</b>	<b>\$ 10,061.00</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 45,499.69</b>
<b>Made up of:</b>	<b>\$ -</b>
1 General Fund Balance	\$ 25,095.23
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 21,568.46
5 Suspense Accounts	\$ 120.00
6 Cash Advances	\$ -
7 Tax Position	\$ (1,284.00)
<b>Total Bank Balance</b>	<b>\$ 45,499.69</b>