

# Kearsley Public School

## Annual Report



2016



2267

## Introduction

The Annual Report for 2016 is provided to the community of **Kearsley Public School** as an account of the school's operations and achievements throughout the year.

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

Melissa Trigg

Principal

## School contact details

Kearsley Public School

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## Message from the Principal

This year, has again seen our school promote and create opportunities for all students. It is something Kearsley does very well, and should not be taken for granted. The opportunities we offer far exceed many like schools, and larger primary schools across the State. For example, our students have performed, attended, or participated in:

- GRIP Leadership Day
- Yr 5/6 Excursion – Canberra
- Yr3/4 Sydney trip
- K/1/2 excursion to Hunter valley Zoo
- End of Year reward day at the PCYC
- International Competitions and Assessments for Schools (ICAS)
- Newcastle Permanent Mathematics Competition
- Public Speaking Competition
- Debating Competition
- NAIDOC Week celebrations
- Athletics and Gymnastics coaching for Sport
- Premiers Reading Challenge
- Science and Engineering Challenge

These activities are fully supported by our wonderful community through encouraging participation, attending events and transporting students to various venues, for this we are very grateful. Our P & C worked extremely hard to fund raise and supported many school activities, such as donating \$50 per child attending the Canberra Excursion. The P&C were also successful in obtaining a \$3000 grant to purchase a class set of laptops for our senior students to use in class. They will be purchased in 2017.

It has been another fantastic year at Kearsley Public School and we are looking towards improving educational outcomes for our students in 2017, with the appointment of a Deputy Principal, Instructional Leader. The Instructional Leader will be supporting and guiding teachers in improving pedagogy within classrooms to improve outcomes for all students.

## School background

### School vision statement

Kearsley Public School is committed to giving every child every opportunity with a culture of growth, performance and well-being. It provides an innovative 21st Century education across all areas of curriculum in an inclusive, engaging and supportive school environment.

The purpose of our school is to encourage all children to become active and successful participants in the community by providing them with the opportunity to learn and develop personally and socially through individualised support in a safe and enjoyable environment.

### School context

Kearsley Public School was established in 1912. We are situated 5 kilometres East of Cessnock in the Hunter Valley. 2016 enrolments are stable at 145 students with 20% of the students identifying as Aboriginal.

The teaching staff is a mix of experienced and early career teachers who value teamwork and the commitment to delivering quality teaching and learning that provide differentiated learning for individuals.

Positive Behaviour for Learning (PBL) is an integrated part of the school welfare focusing on respect, responsibility and learning.

Kearsley Public School works closely with the Cessnock Community of Great Public Schools (CCGPS) which consists of two high schools and thirteen primary school to ensure each and every student receives the best possible education through collectively utilising combined programs and resources.

The school values the input of the community members through the Parents and Citizens' Association.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

#### **Learning – *Delivering***

Through the school self-assessment process, the element of *Learning Culture* has been assessed at *Sustaining and Growing*. *Curriculum and Learning*, *Well being*, *Assessment and Reporting* have been assessed at *Delivering*. *Student Performance Measures* has been assessed at *Working Towards Delivering*.

To support student engagement and learning the school has focused on developing the expertise of staff through peer observation lessons and the regular collection of data to inform practice. Data walls are being used in each classroom to assist students in self-assessment and self-direction. Kearsley has used Positive Behaviour for Learning (PBL) to implement a whole school approach with clearly defined behaviour expectations which has created a positive teaching and learning environment. Behaviour data is regularly collected and drives the explicit lesson sequence for the following term.

Student transitions to, from and within Kearsley Public School are supported by structured transition sessions. The Kindergarten Orientation program has been redesigned to provide more opportunities for students to spend time in the

school setting. High School transition programs are fully supported by KPS. Students within the school requiring additional support are provided with transition sessions at the end of each year.

Student well being is supported through strong PBL systems, the school Learning Support Team and a range of cultural activities. The school has established links with the AECG, the university Aim High program and the Cessnock Community of Great Public Schools (CCGPS). Senior student well being has been supported through the SistaSpeak and a boys cultural program during term 4, 2016. Student leadership has been a focus, with the Student Representative Council and the Kuluwayn Aboriginal Education Team being established in the past 12 months. Students are offered a wide range of extra-curricular activities to further engage them in school and their learning. Parents are being engaged through the reporting process.

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

### **Teaching – Delivering**

Through the school self-assessment process the elements of *Learning and Development*, *Professional Standards*, *Effective Classroom Practice* and *Data Skills and Use* have been assessed at *Delivering*. *Collaborative Practice* has been assessed at *Sustaining and Growing*.

Classroom teachers plan learning opportunities for all students, driven from data, collegial collaboration and programming guidelines. Learning opportunities are targeted at students' point of need. This ensures that all classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers use PLAN to track and monitor student growth. Class Analysis reports are used by classroom teachers to plan for and group students according to ability or need. Teacher professional learning ensure teachers develop the necessary skills to successfully analyse and interpret student performance data to improve student learning outcomes. In conjunction with PLAN reports and SMART data, the school leadership team regularly uses data to inform key decisions.

Through peer lesson observations and feedback sessions, teachers are working together to improve teaching and learning. Processes are in place to provide mentoring and support to improve teaching practice. The school identifies strengths within the staff and uses these strengths to further develop teacher capacity. Staff at Kearsley PS are at various stages of accreditation.

### **Leading – Delivering**

Through the school self-assessment process the element of *Leadership*, *School Planning*, *School Resources Implementation and Reporting* and *Management Practices and Processes* have been assessed at *Delivering*.

We always aim to engage our parents to be active members of their child's learning by having an open door policy, allowing parents into the classrooms at any time. Through the 'Tell Them From Me' survey, with 2016 being the first year, we ask for feedback from parents and community about whether they are satisfied with the school and the education we provide for their children. This is also done informally through conversations on an ongoing basis.

Each year the leadership responsibilities are distributed according to knowledge, willingness or future career development. Leadership roles – staff roles and responsibilities are flexible to the changing needs of the school and staff, offering opportunities for all to grow and lead. In addition, staff who have been recognised as people with great leadership potential are encouraged to participate in leadership activities. A recent example of this is the External Validation team. The school is committed to the development of leadership skills in students allowing them to be developed as leaders with the school creating opportunities at different levels.

The school is committed to creating links outside of the school setting. Strong links exist with the Cessnock Community of Great Public Schools (CCGPS), Newcastle University and the AECG. These links allow for continued professional development and support the school to meet the needs of students. Parents and wider school community are welcomed and engaged, where possible, in the development of the vision, values and purpose for the school through P&C meetings and informal discussions. Staff have been involved in reviewing the school plan and have good knowledge of each strategic direction in the plan.

The school prides itself on acknowledging and celebrating a wide diversity of student, staff and community achievements. School structures ensure student achievements are celebrated formally through school reports, school newsletter and our school Facebook page.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>



## Strategic Direction 1

### Enhancing the Quality of Student Learning

#### Purpose

To improve student learning, engagement and outcomes in literacy and numeracy, through the development and delivery of innovative educational practices in the areas of Reading, Writing, Speaking, Listening, spelling, punctuation and grammar and all areas of Mathematics.

#### Overall summary of progress

All staff have participated in the collection of data in writing and numeracy. Staff have developed a stronger understanding of the History Syllabus. Staff development in Writing has occurred and strategies are being implemented in some classrooms. Some classrooms are using ideas from Stronger Smarter in the day to day running of classrooms.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year  | Funds Expended<br>(Resources)  |
|--|--|--|
| • 90% of Students will show at least twelve months growth along the continuums.                        | 92% of students had 12 months growth on the continuum in Writing.  | Employment of Reading Recovery trained teacher                                 |
| • 80% of PLPs show growth towards achieving measurable goals.  | Some classrooms are using ideas from Stronger Smarter in the day to day running of classrooms. The students have reacted very positively to this. We now have a beautiful Outdoor Learning Circle. | SistaSpeak and Boys cultural group<br><br>Outdoor learning Circle (\$10000.00) |
| • Aboriginal students achieve at/or above the level of non-aboriginal students in NAPLAN and classroom | Aboriginal students in Year 3 and Year 5 achieved at the same level or above the level of non-aboriginal students in NAPLAN and in classroom data.   | • Aboriginal background loading (\$10000.00)                                   |
| • PBL data demonstrates a reduction of the number of students in Tier 2 and 3 and learning programs.   | PBL data shows a reduction of 40% in negative playground incidents and a reduction of 26% of negative classroom incidents.   | PBL reward days<br><br>Staff training  |

#### Next Steps

The school needs to continue collection of data in Reading, Writing and Numeracy. A focus needs to be on using formative assessment to drive the teaching and learning cycle. Implementation of strategies from the 'What Works Best' document will assist in reaching 'Bump it Up' targets.



## Strategic Direction 2

### Effective Pedagogy Teaching, Learning & Leading

#### Purpose

To provide all staff with the opportunity to engage in appropriate professional development that values individual skill sets, the level of experience and identifies areas for professional growth. To equip individual teachers, leaders and school network structures with a capacity to effectively interpret data to meet the needs of our students.

#### Overall summary of progress

All staff participated in lesson observations and feedback sessions to drive and sustain ongoing school wide improvement in teaching practice and student outcomes. All staff developed a Professional Development Plan that aligned with the School Plan, taking into consideration school focus areas and personal requirements.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Progress achieved this year  | Funds Expended<br>(Resources)   |
|---|--|---|
| <ul style="list-style-type: none"><li>• Sustained growth in NAPLAN data from Year 3 to Year 5 3 year average:<br/>Reading – 41% at or above expected growth<br/>Writing – 36.9% at or above expected growth<br/>Spelling – 37.2% at or above expected growth<br/>Numeracy – 33.8% at or above expected growth</li></ul> | <p>Improved growth in Spelling with 61.5% of students at or above expected growth..</p> <p>Improved growth in Numeracy with 46.2% of students at or above expected growth.</p> | <p>Assistant Principal and staff released to participate in QT Rounds and TEN mentoring/ observation lessons</p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$5101.00)</li><li>• Support for beginning teachers (\$2000.00)</li></ul> <p>Professional Development Courses Casual Relief<br/>* Professional Development (\$8805.00)</p> |
| <ul style="list-style-type: none"><li>• Improved student engagement in Years 4 &amp; 6 as measured by the Tell Them From Me surveys. Term 1, 2016 data for 'Students who are interested and motivated' (TTFM)<br/>Year 4 – 90%<br/>Year 5 – 100%<br/>Year 6 – 52%</li></ul>   | <p>Tell Them From Me survey, Term 4, 2016. Students who are interested and motivated – We achieved growth for Year 6 from 52% to 63%</p>                                       |   |

#### Next Steps

Lesson observations and feedback sessions need to continue across the school with an area to focus on, such as student feedback and learning intentions. Revisiting the curriculum in English and making links with the continuum needs to occur.

### Strategic Direction 3

#### Fostering Quality Relationships and Networks

#### Purpose

To increase community support of our students through a school-wide focus on student equity, well-being and welfare programs. To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.

#### Overall summary of progress

This year has seen strong community support at the school through supporting or attending all key school events. Students have had a wide selection of extra-curricular activities offered, which has been supported fully by parents and community members. The relationship with the AECG has been strengthened through a collaborative approach to Aboriginal Education at the school.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Progress achieved this year  | Funds Expended<br>(Resources) |
|---|--|-------------------------------|
| • 100% of staff are offered to opportunity to attend curriculum development programs offered by CCGPS curriculum team.  | All staff had opportunities to attend CCGPS training and development sessions  | No funds required             |
| • Increase in response to school surveys by parents (currently 28%)   | 33% of families responded to the tell Them From Me survey  | No funds required             |
| • Increased parent satisfaction with school's ability to provide quality educational programs.(Currently 28% of families responded with 25% not satisfied with the educational programs at the school.) | 33% of families responded to the survey with 80% rating the school at or above a 7 out 10 for questions relating to 'the school supports learning' | No funds required             |

#### Next Steps

Greater community input into the next 3 year cycle of the School Plan needs to be achieved through a range of avenues, such as P&C, focus groups and surveys. The strong relationship with the AECG needs to continue to support our ATSI students. Student leadership and participation in a range of extra-curricular activities needs to continue to be promoted.

| Key Initiatives                                     | Impact achieved this year  | Resources (annual)  |
|---|--|---|
| <b>Aboriginal background loading</b>                | The outdoor learning area has been completed. Our Kuluwayn Team has continued and have made important decisions around Aboriginal education this year. 88% of our ATSI students are performing at the same level or above non-aboriginal students. Yrs 4–6 ATSI students attended a integration camp at no cost to families. | Landscape Gardener employed and plants purchased. Interventionist employed to work with students working below expected levels. SLSOs employed to work in classrooms to provide support.<br>• Aboriginal background loading (\$25 186.00) |
| <b>Low level adjustment for disability</b>          | Support has been provided to students with extra needs within the classroom and in small group settings by the LAST teacher and the SLSO.  | LAST teacher employed. SLSOs employed to work in classrooms<br>• Low level adjustment for disability (\$56 111.00)  |
| <b>Quality Teaching, Successful Students (QTSS)</b> | All staff participated in Quality Teaching Rounds, some within the TEN Framework. Staff found the process helpful and enjoyed the feedback process. Students achieved excellent growth in Number (K–2).  | Assistant Principal relieved to organise QT Rounds. Staff released to participate in QT Rounds.<br>• Quality Teaching, Successful Students (QTSS) (\$5 101.00)  |
| <b>Socio–economic background</b>                    | Collection of data occurred regularly and is now driving the work of classroom teachers, the LAST and the interventionist. SLSOs support in the classroom has been invaluable to teachers and students.  | LAST teacher employed full–time. SLSOs employed for all classrooms. Interventionist employed full–time<br>• Socio–economic background (\$175 898.00)  |
| <b>Support for beginning teachers</b>               | Teacher has developed skills in areas of identified need and has had time with a mentor. Resources have been purchased to support the teacher within the classroom.  | Teacher provided with extra release, mentoring and required resources.<br>• Support for beginning teachers (\$4 080.00)   |





## Student information

### Student enrolment profile

|          | Enrolments |      |      |      |
|----------|------------|------|------|------|
| Students | 2013       | 2014 | 2015 | 2016 |
| Boys     | 72         | 74   | 78   | 83   |
| Girls    | 42         | 52   | 52   | 62   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 95.5 | 95.3 | 96.6 | 95.7 |
| 1         | 94.6 | 94.5 | 94.2 | 92.8 |
| 2         | 93.1 | 96   | 91.9 | 94.3 |
| 3         | 96.2 | 93   | 95.5 | 91.2 |
| 4         | 93.8 | 96.6 | 91.5 | 92.4 |
| 5         | 95.4 | 94.1 | 95.1 | 88.9 |
| 6         | 95.7 | 93.8 | 92.6 | 93.7 |
| All Years | 95   | 94.9 | 94.2 | 93   |
| State DoE |      |      |      |      |
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 95   | 95.2 | 94.4 | 94.4 |
| 1         | 94.5 | 94.7 | 93.8 | 93.9 |
| 2         | 94.7 | 94.9 | 94   | 94.1 |
| 3         | 94.8 | 95   | 94.1 | 94.2 |
| 4         | 94.7 | 94.9 | 94   | 93.9 |
| 5         | 94.5 | 94.8 | 94   | 93.9 |
| 6         | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94   | 94   |

### Management of non-attendance

Each Friday, notes are generated by office staff and handed out to students with unexplained absences for the previous 7 days. After a student has been absent for more than 2 days consecutively, without explanation, the class teacher will phone parents/caregivers.

If a student's attendance drops below 85%, the class teacher will notify the Principal, who will then arrange a meeting with the parents/caregivers. If a student's attendance becomes an ongoing concern it will be referred to the Home School Liaison Officer (HSLO)

## Workforce information

### Workforce composition

| Position                              | FTE* |
|---------------------------------------|------|
| Principal                             | 1    |
| Assistant Principal(s)                | 1    |
| Classroom Teacher(s)                  | 5.55 |
| Learning and Support Teacher(s)       | 0.4  |
| Teacher Librarian                     | 0.4  |
| School Administration & Support Staff | 1.61 |
| Other Positions                       | 0.1  |

\*Full Time Equivalent

Aboriginal composition of workforce – 0%

### Teacher qualifications

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

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 0          |

### Professional learning and teacher accreditation

All teachers are accredited with BOSTES, with 7 teachers being at proficient level, with 2 teachers working towards their proficiency. All staff participated in a variety of professional development in order to achieve school and personal goals outlined in Professional Development Plans (PDPS).

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

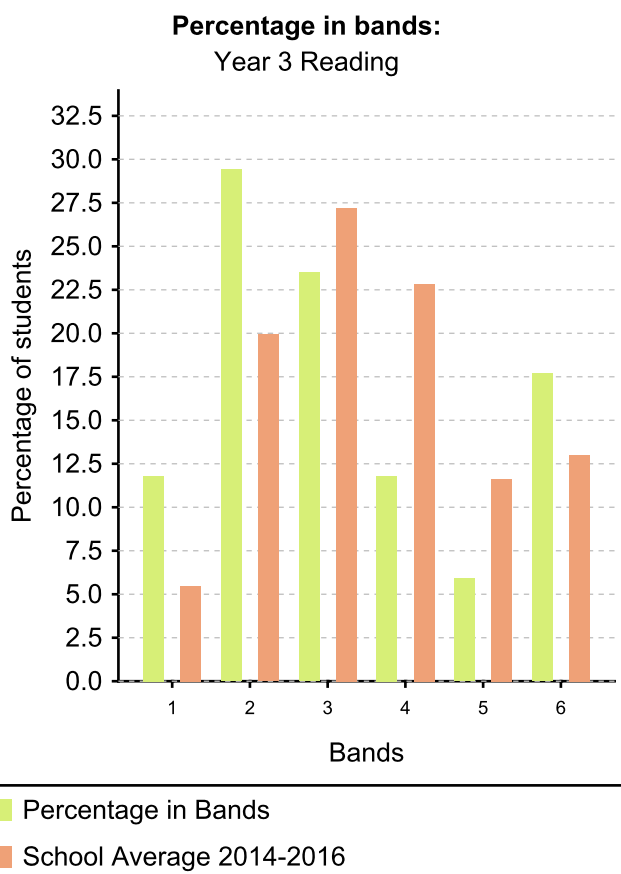
| Income                         | \$                |
|--------------------------------|-------------------|
| <b>Balance brought forward</b> | <b>182 403.21</b> |
| Global funds                   | 131 904.91        |
| Tied funds                     | 238 115.38        |
| School & community sources     | 55 340.25         |
| Interest                       | 3 555.84          |
| Trust receipts                 | 8 212.00          |
| Canteen                        | 0.00              |
| <b>Total income</b>            | <b>619 531.59</b> |
| <b>Expenditure</b>             |                   |
| Teaching & learning            |                   |
| Key learning areas             | 30 249.23         |
| Excursions                     | 22 816.57         |
| Extracurricular dissections    | 29 529.23         |
| Library                        | 5 768.81          |
| Training & development         | 5 334.52          |
| Tied funds                     | 323 402.75        |
| Short term relief              | 17 689.00         |
| Administration & office        | 27 988.33         |
| School-operated canteen        | 0.00              |
| Utilities                      | 20 518.10         |
| Maintenance                    | 13 336.64         |
| Trust accounts                 | 4 683.70          |
| Capital programs               | 17 402.85         |
| <b>Total expenditure</b>       | <b>518 719.73</b> |
| <b>Balance carried forward</b> | <b>100 811.86</b> |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

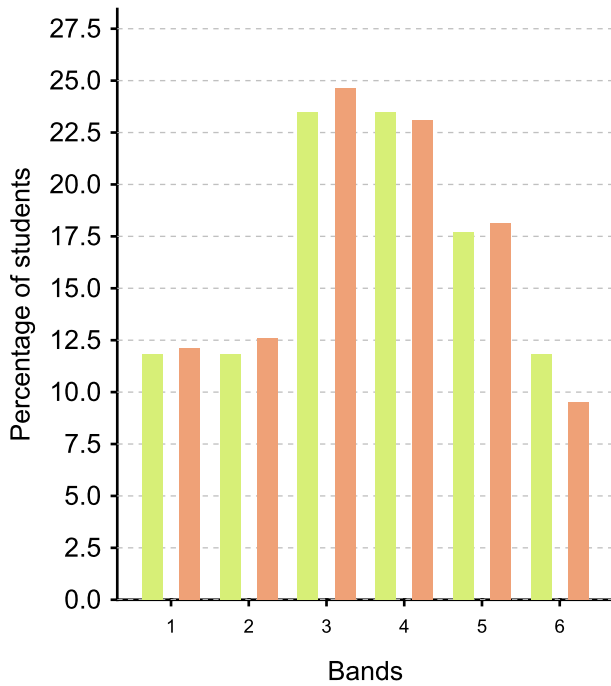
## School performance

### NAPLAN

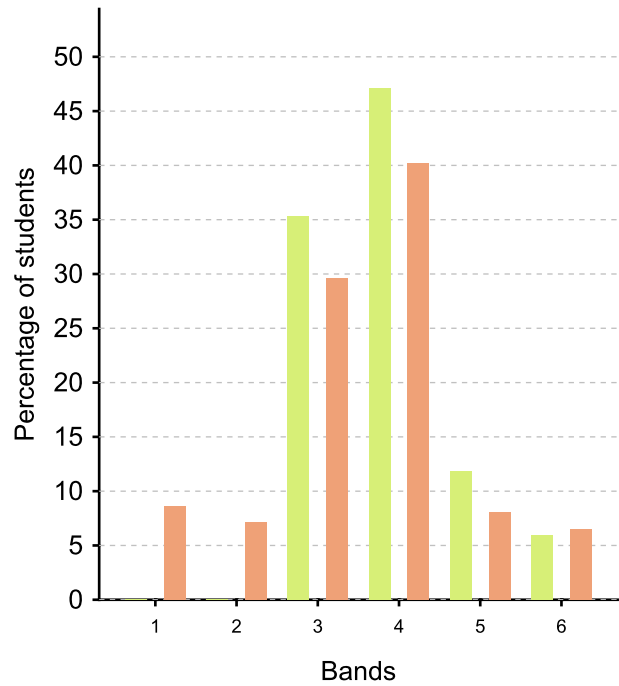
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



**Percentage in bands:**  
Year 3 Spelling



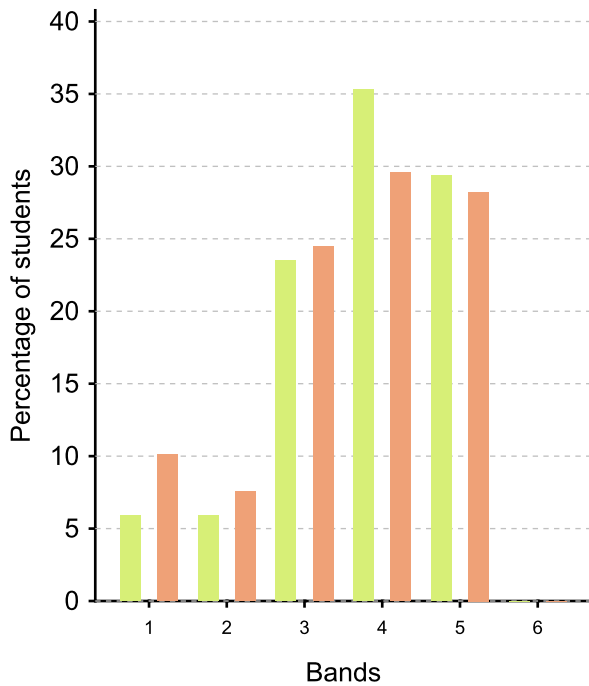
**Percentage in bands:**  
Year 3 Grammar & Punctuation



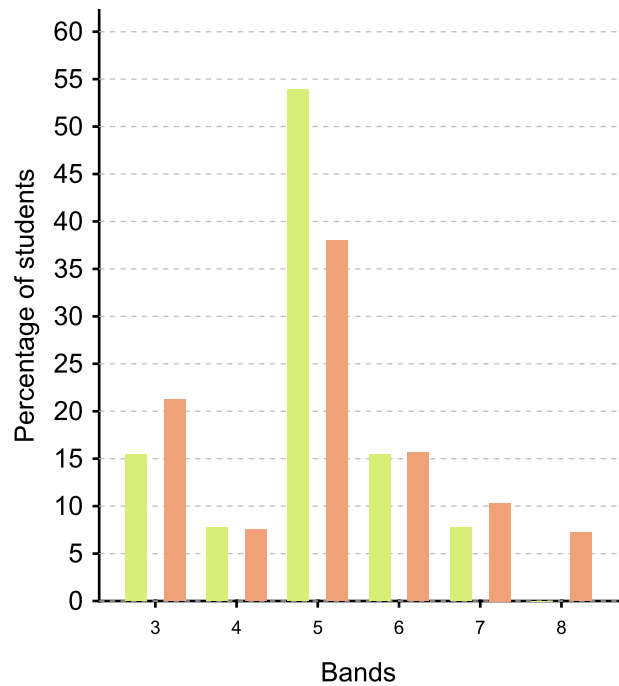
Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Writing



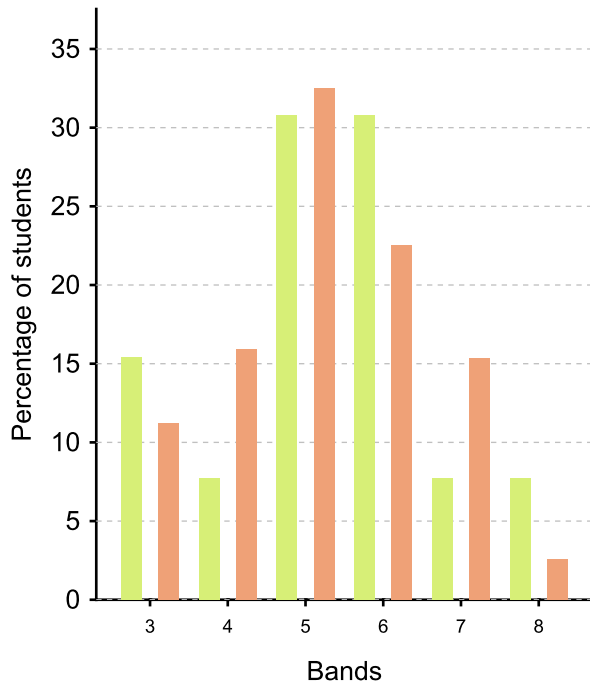
**Percentage in bands:**  
Year 5 Reading



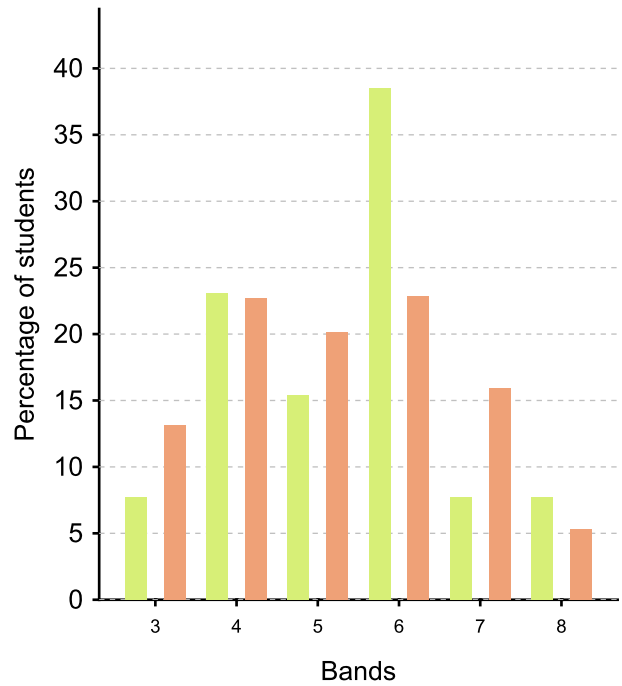
Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016

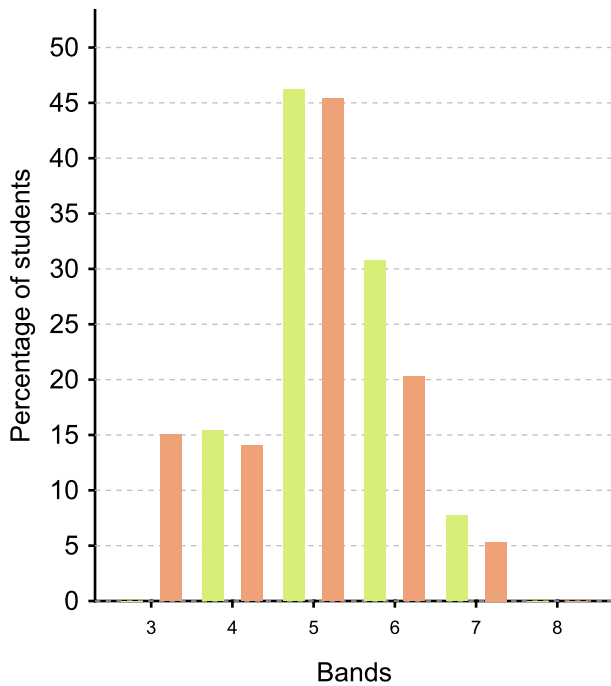
**Percentage in bands:**  
Year 5 Spelling



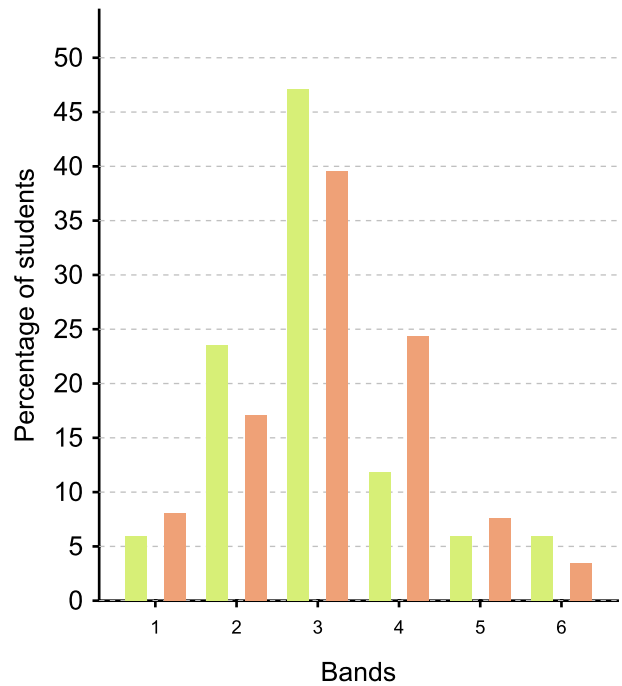
**Percentage in bands:**  
Year 5 Grammar & Punctuation



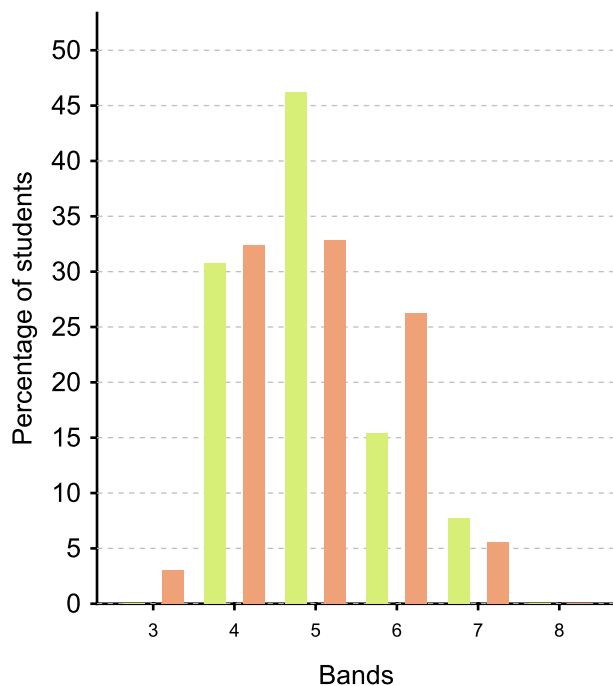
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Parent/caregiver, student, teacher satisfaction

For the first time this year, students in Years 4, 5 and 6 and parents were invited to participate in the 'Tell Them From Me' surveys. The students were surveyed in Term 1 and Term 3. The parents participated in the survey in Term 3.

*Results from the student survey:*

**Effective Learning Time** – In this school students rated effective classroom learning time 8.5 out of 10. The NSW Govt norm for these years is 8.2

**Students with a positive sense of belonging** – 84% of students in the school had a high sense of belonging. The NSW Govt norm for these years is 81%

**Students that value schooling outcomes** – 94% of students in this school valued school outcomes. The NSW Govt norm for these years is 96%

**Students with positive behaviours at school** – In this school 90% of students had positive behaviour. The NSW Govt norm for these years is 83%

There were 30 families who responded to the survey. The area where parents felt we are working very well is

in supporting positive behaviour. From survey results, Kearsley Public School may need to provide support for parents to assist their children in learning at home.

## Policy requirements

### Aboriginal education

Kearsley Public School has 35 students who identify as being of Aboriginal background. We have worked towards building greater cultural awareness and connectedness during 2016. With the support of the AECG, the Kuluwayn Aboriginal Education Team continued to hold regular meetings to plan and discuss Aboriginal Education within our school. The team was integral in designing and planning our new outdoor learning circle. This year has again seen more students in the school identifying as Aboriginal, improved leadership skills and students being an integral part of decision making.

### Multicultural and anti-racism education

All staff at Kearsley Public School provide lessons that promote respect for other cultures and recognition of the contributions that have been made to our society by different cultural groups.

Kearsley Public School has a staff member designated and trained as an Anti-Racism Contact Officer (ARCO). The ARCO monitors and addresses any incidents that may have racial discrimination basis.