

# Kellyville Public School

## Annual Report



2016



2274

## Introduction

The Annual Report for 2016 is provided to the community of Kellyville 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.

**Jenny Walker**

**Principal**

### School contact details

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### Message from the Principal

I am pleased to present the 2016 Annual report for Kellyville Public School detailing our progress towards achieving our shared goals as outlined in the Kellyville Public School plan 2015 – 2017.

2016 was a year of embedding the strategic directions of Quality Learning, Quality Teaching and Quality Systems into every classroom and learning environment at the school.

I feel very privileged to be the Principal of a school with such a team of enthusiastic and dedicated staff. They have demonstrated throughout the year a strong commitment to professional learning and in particular to Enquiry Based and Visible Learning, Learning Intentions and a Growth Mind set for all students. Their highly professional commitment has resulted in constantly improving classroom practice and learning. I commend Kellyville Public School staff for their commitment to quality learning, teaching and the well-being of our students.

The Annual report affords us the opportunity to focus our attention on some of the achievements of our students, our staff and our community. It is impossible to encapsulate a whole year of creativity, learning, growth and accomplishments within this report but I know that Kellyville Public School is a school that is renowned for its academic excellence and rigour, innovative thinking and learning programs, rich and extensive co-curricular programs, strong wellbeing and a culture that celebrates engaged learning and the achievement of personal best.

**Jenny Walker**

**Principal**

### Message from the school community

Another very busy, but memorable year has come and gone and it is with pleasure that I present my Kellyville Public School President's Report.

Kellyville Public School is very fortunate to have a highly qualified and committed team of teachers, outstanding office staff and excellent support personnel under the leadership of a very dedicated principal, Mrs Jenny Walker. A stimulating and supportive learning environment, maximising student learning and meeting the social and well-being needs of our children is provided.

We are a small, but committed Parents and Citizens Association at Kellyville and we proudly work with the school and the community to assist in the provision of resources and support to foster an environment that encourages and promotes academic achievement, engaged learning, independence, growth, respect, and leadership skills for our children. It is

through hard work and dedication that we as a team assist the school by providing a positive and pleasant environment for our children to learn.

During the 2016 school year we were able to provide funds to the school to assist in upgrading the playground equipment.

To the Executive Team and many parent volunteers, I thank you again for the time and support that you have provided, the countless hours fundraising, via the canteen, uniform shop, band, discos, mufti days, Grandparents' Day, Mothers' and Fathers' Day Functions, our Sponsorship Program & Big event the Walkathon and many more social activities.

Teachers at Kellyville Public School often stand with and support the P&C at our functions, sometimes taking valuable time away from their own families and for that the P&C thank you for your continued support.

I strongly encourage and urge all families and community members to be actively involved in your school as the benefits and rewards are immeasurable.

**Matt Gray**

**P&C President**

### **Message from the students**

This year it has been a great privilege to lead Kellyville Public School as the School Captains for 2016. We, along with the Vice Captains, Jag, Laura, Isabella and Zac O have enjoyed many opportunities to develop our leadership and communication skills throughout the year.

Early in the year the School Captains and Sport Captains attended the Young Leaders' Day Event at Allphones Arena, Homebush. Some of the special guests who spoke were the Police Commissioner Andrew Scipionne, Leticia Lentini and Nathan 'Dubsy' Want. After listening to these speakers, we felt equipped to lead and make a difference at Kellyville Public School.

Throughout April we attended ANZAC Day ceremonies to commemorate the Centenary of ANZAC. These included the launch of the Primary Schools ANZAC Day Education Kit at Castle Hill RSL, the Dawn Service at Centenary of ANZAC reserve, Kellyville and our own school service.

Throughout Semester 1, Year 6 immersed themselves in a history unit, 'Australia as a Nation'. Students learnt about Federation, Democracy and the Federal Government. Our learning was supported by our field trip to Canberra, where we were able to visit Parliament House and the War Memorial.

Throughout Semester 2, we participated in a Geography Unit called, 'Global Citizenship'. We learnt about Australia's global connections and in particular, our links with Asia. We researched a variety of charities and designed and organised a successful minifete for the K-5 students to enjoy.

During the year, over 80 students from Years K-6 enjoyed the opportunity to be part of the school musical, 'The Chocolate Factory'. Students were able to take on a range of roles, including acting, singing and dancing. Performances were enjoyed by the Kellyville community, who were impressed by the quality of this amazing production.

At the end of the year, the School leaders attended the Captain's Day Out in the city with the Principal, Mrs Walker. We travelled to Darling Harbour and went to Madam Tussaud's. We enjoyed a delicious lunch and had a wonderful day.

We would like to thank Kellyville Public School for the opportunity to lead the students and represent our school as School Captains in 2016. We have enjoyed many wonderful experiences throughout the year. We wish the newly appointed School Captains for 2017 a successful year as leaders of Kellyville Public School.

**Rosalie B and Jared C**

**2016 School Captains**

## School background

### School vision statement

At Kellyville Public School we are committed to excellence in education. We encourage and expect our students to be respectful, safe learners. Within an inclusive, engaging and supportive school environment we nurture students to become confident, happy and successful learners. Our students are encouraged to be creative and critical thinkers as well as excellent problem solvers, aspiring to the challenge and motivated to reach their full potential. They are taught to be responsible for their own learning and to understand the pathways needed to enhance their individual educational progress. As a community, we strive to create lifelong learners and articulate, active and responsible global and local citizens.

### School context

Kellyville Public School is situated in north western Sydney and is part of The Hills Network of schools. In 2015, the school has an enrolment of over 600 students. Students at Kellyville are from a diverse population with approximately 39% of students being from 52 different language speaking backgrounds.

Our teaching staff combines an excellent mix of ages and experiences. Kellyville Public School has a long and proud tradition of providing quality public education to the Kellyville Community. Quality teaching together with meaningful digital technology is used to engage students, leading to successful learning.

Kellyville Public School embraces the philosophy of equal opportunities for all by catering for gifted and talented students, together with students with special learning needs. Alongside our many and varied extension programs, our school is committed to continuous improvement in teaching and learning for all students and accordingly has identified several strategic priority areas for the basis of the 2015 – 2017 School Plan. School improvement goals are identified as a direct result of extensive evaluation.

Kellyville Public School has a Youth Liaison Officer who works with the school to provide care and assistance to students and parents in need. The school has a small but active P&C membership and an excellent relationship with the parent community and local primary and high schools.

## 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. 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.

#### Learning

In the domain of Learning, our efforts have focused on a collaborative approach to high expectations, high engagement and high achievement to build the capacity of all students.

All learning is data driven and differentiated according to student needs. Students utilise learning goals and success criteria to improve their learning outcomes and students use Lane Clark Processes, John Hattie's Learning Intentions and Carol Dweck's Growth Mindset to enhance their learning. Our students are encouraged to be self motivated learners.

#### Teaching

In the domain of Teaching, our efforts have focused on Teaching and Learning Programs reflecting evidence of collaborative planning, consistency of teacher judgement, meaningful assessment and data driven differentiated learning activities.

We have continued to focus on a whole school collaborative approach to student self motivated learning and student learning progress. Teachers identify student learning areas needing improvement and further support. Explicit, specific and timely feedback is provided to students on how to improve their work with the use of Learning Intentions, Bump it up Walls, Success Criteria and Goal Setting.

Staff set Professional Learning Goals to enhance their teaching and to develop a deeper understanding of curriculum and effective pedagogy.

## **Leading**

In the domain of Leading, our efforts have continued to focus on leading high aspirations in learning and inspiring the same in students, staff and parents. School wide systems have been established for collecting and analysing data which in turn drives Teaching and Learning across the school.

Staff are encouraged to contribute to educational networks, supporting the learning of others and the development of pedagogy. Collaborative Leadership is modelled to share and improve practice. A culture of continuous improvement, innovation and creativity has been embedded across the school.

A mutually supportive, collaborative and trusting relationship has been developed with the community to ensure their engagement in the school. The school continues to have productive relationships with external agencies, such as Occupational and Speech Therapists, Behavioural Psychologists, Family and Community Services, Local Pre Schools and High Schools and other community organisations supporting the school.

Our self-assessment 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.

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

### Quality Learning

#### Purpose

A collaborative approach to high expectations, high engagement and high achievement will build the capacity of all students to enable them to become responsible self-motivated learners capable of achieving their personal goals and leading happy and successful future lives.

#### Overall summary of progress

The school continues its focus on improving writing outcomes across the school. Students use Lane Clark processes to guide their learning and investigations. Students also use John Hattie's learning intentions to articulate where they are on their learning journey and what goals they are working towards next. Results from NAPLAN indicate an improvement in student growth from Year 3 to Year 5 tests.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of students aware of their Learning Intentions and able to articulate their Learning goals. Identified through observations, focus groups, surveys and videos	Students use Lane Clark processes and John Hattie's learning intentions to improve engagement in writing as evidenced by student writing samples.  Evidence of differentiation in teaching and learning programs. Explicit teaching of learning intentions and development of 'Visible Learning' projects. students are able to articulate where they are on their learning journey and where to next.	\$15 000
90% of students achieving grade benchmarks in text writing.	In the Semester Two reports, the percentages of students achieving at or above stage level were: <ul style="list-style-type: none"><li>• Stage One 87.18%</li><li>• Stage Two 84.5%</li><li>• Stage Three 84.84%</li></ul> As Kindergarten are not required to have an A–E grade on the report, they were not included in this data set.	
90% of students achieving Benchmark levels in Guided Reading.	In the Semester Two reports, the percentages of students achieving at or above stage level were: <ul style="list-style-type: none"><li>• Stage One 95.45%</li><li>• Stage Two 92.75%</li><li>• Stage Three 91.12%</li></ul> As Kindergarten are not required to have an A–E grade on the report, they were not included in this data set.	
90% of students achieving above state average growth in NAPLAN English and Mathematics..	The school achieved an average growth of 87.65 in numeracy and literacy NAPLAN tests compared with the state average growth of 81.425.	

#### Next Steps

- Bump it up walls extended to be used across the entire school.
- Continued Gifted and Talented professional development with a focus on 3–6.
- Continuing to unpack the key elements of Lane Clark and John Hattie pedagogy.
- Professional Development for beginning teachers and new teachers to the school in Lane Clark and John Hattie pedagogy.
- Focus on problem solving using Solutionthink across the school.

- Teachers moderate work samples to ensure consistency of teacher judgement.



## Strategic Direction 2

### Quality Teaching

#### Purpose

To foster a collaborative culture of high expectations and a shared responsibility for student engagement and achievement through the leadership of quality teaching practices driven by data driven differentiated learning, quality assessment and measurable growth performance.

#### Overall summary of progress

There has been a school wide focus on gathering student performance data to assist teachers in the planning of teaching programs. They work collegially with their stage to create teaching and learning programs that cater towards all students. Personal Learning Plans are used throughout the school for student requiring them.

Teachers prepared Professional Development Plans to set goals and improve differentiated learning. These plans showed evidence of curriculum differentiation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff demonstrate increased knowledge and confidence in implementing curriculum and pedagogy.	All staff participated in professional learning in Geography. Staff worked collaboratively and cooperatively to plan units of work in English, Mathematics, Science and Geography. Teachers also participated in Professional Development in Lane Clark to improve student learning outcomes.	\$15 000
Teaching and Learning Programs reflect evidence of assessment and differentiated learning activities.	Staff use baseline data to plan units of work for students of all abilities. Personalised Learning Plans are created and implemented for students who require them. All staff implemented learning intentions and Stage 1 and Stage 3 implemented the Bump It Up Walls.	\$12 000
School based data indicates 90% of students achieving grade benchmarks in Text Writing.	In the Semester Two reports, the percentages of students achieving at or above stage level were: <ul style="list-style-type: none"><li>• Stage One 87.18%</li><li>• Stage Two 84.5%</li><li>• Stage Three 84.84%</li></ul> As Kindergarten are not required to have an A–E grade on the report, they were not included in this data set.	
90% of students achieving Benchmark levels in Guided Reading.	In the Semester Two reports, the percentages of students achieving at or above stage level were: <ul style="list-style-type: none"><li>• Stage One 95.45%</li><li>• Stage Two 92.75%</li><li>• Stage Three 91.12%</li></ul> As Kindergarten are not required to have an A–E grade on the report, they were not included in this data set.	
90% of students achieving at or above stage outcomes in Core Learning Areas.	The school achieved an average growth of 87.65 in numeracy and literacy NAPLAN tests compared with the state average growth of 81.425.	
Increase in positive parent feedback showing the success of the school's educational programs K–6.	Parents were provided with surveys at the completion of the parent information forums and the feedback indicate the sessions were very valuable.	



## Next Steps

- Staff implement new Geography syllabus.
- Teachers have evidence in their programs of curriculum differentiation.
- Expand mentoring program to cater for temporary beginning teachers
- Continue classroom observation schedule to improve on teaching.



## Strategic Direction 3

### Quality Systems

#### Purpose

To have standard data and data entry procedures ensuring a consistent approach across the school. To implement a transparent, collaborative approach to decision making that is data driven and accountable. To build capacity in educational practice by sharing knowledge, experience and skills within the school and the wider educational community leading to higher student achievement as per the 5P Planning process.

#### Overall summary of progress

Staff have continued to collect, record and use data to effectively plan teaching and learning programs which cater to all students. Staff have participated in Professional Development of creative technology to increase use in the classroom. The Case Management Team continued to support staff and students by providing advice and resources to improve student outcomes.. Staff provided parent information forums to provide parents with a better understanding of the learning outcomes of the students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers confident in accessing data and utilising technology to maximise quality, differentiated learning opportunities for students.	All teachers annually input standardized assessment data into Sentral. Personal Learning Plans are created for all students who required them. Adjustments to learning programs are evident in classroom programs. Professional Learning Plans are stored on the Sentral system. Staff were provided with planning days to collegially create teaching programs.	\$4000
Whole school based online data initially in English and Mathematics to drive differentiated learning programs.	All staff use Sentral to store and access student data. Individualised programs are in place for students with support needs. The Case Management Team and Learning Support Team assist teachers with student learning needs.	\$5000
Students create and build knowledge through Higher Order Thinking ICT initiatives.	Selected students participated in coding sessions.	\$23 000
Improved ongoing communication with parents to increase their knowledge and encourage their participation in school activities.	Kindergarten teachers presented successful parent information forums on selected curriculum areas. Parent feedback was sourced on the effectiveness of the forums and the results indicated that it was extremely valuable.	\$2 000

#### Next Steps

- All staff trained in the use of the new reporting system.
- Implement standardised assessments to track student improvement.
- Continue with parent forums to engage community with student learning.
- Teachers integrate creative technology into programs.
- Professional development in the use of creative software and technology.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Funding received was allocated to support the Aboriginal students in 2016. All Aboriginal students have a Personal Learning Plan (PLP) and are making progress across the curriculum.	\$1 739
<b>English language proficiency</b>	Students from a language background other than English accounted for 40% of the school enrolment. The students were supported through additional teacher support in the classroom and withdrawal for specific targeted needs.	\$31 214
<b>Low level adjustment for disability</b>	Student Learning Support Officers were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.	\$34 123
<b>Quality Teaching, Successful Students (QTSS)</b>	All staff were given additional release time to observe the teaching lessons of other staff, allow staff to collegially plan units of work and to Executive staff to support their staff.	\$48 146
<b>Socio-economic background</b>	Student Learning Support Officers were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.	\$20 210
<b>Support for beginning teachers</b>	In 2016, there were three teachers provided with funding. These beginning teachers were given additional release from face to face to assist them with classroom teaching, creating teaching and learning programs and writing school reports. Beginning teachers were provided with a mentor and were given in class support. They were provided with ongoing feedback and support that was embedded in the collaborative practices of the school. This involved the teacher mentor observing the lesson, team teaching and demonstrating lessons. Meetings were held regularly to discuss specific needs. The mentor and beginning teachers had collegial discussions about effective classroom management strategies, student engagement and formation of effective relationships with parents and the wider community.	\$30 836
<b>Targeted student support for refugees and new arrivals</b>	Student Learning Support Officers were employed to directly support students in the classroom to improve student academic performance and social development.	\$711

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	235	263	278	312
Girls	314	314	336	334

The school enrolment of 646 students is comprised of 312 boys and 334 girls. Approximately 39% of our students are from a language background other than English. It is anticipated that our enrolment will continue to rise in 2017 due to further residential development in the area.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.6	96.3	95.7	95.3
1	96.1	95	95.9	95.6
2	96.8	95.8	94.6	95.5
3	95.3	95.7	95.4	95.1
4	96.2	95.8	95	95.4
5	94.4	95.4	95.5	95.6
6	96	95	94.4	95.5
All Years	95.9	95.6	95.2	95.4
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

The school has a strong Attendance Policy and our data shows the average school attendance rate of 95.4% at Kellyville Public School. This is above the DoE average of 92.2%.

All students are expected to attend school and all teachers monitor their class attendance electronically

daily. The Principal and Home School Liaison Officer (HSLO) regularly monitor the attendance of students and follow up on individual cases where there are concerns.

### Class sizes

Class	Total
KG	20
KD	20
KX	20
KM	21
KJ	20
1/2K	26
1V	24
1S	23
1M	24
1J	23
2J	25
2D	24
2B	24
3G	28
3C	28
3S	26
4M	26
4G	26
4B	26
4R	26
5T	26
5J	26
5B	27
5/6R	29
6C	27
6A	24

### Structure of classes

Class structure varies from year to year in response to enrolments and identified needs of students. In 2016, students were organised into 26 classes, two of which were composite classes. Classes were formed with regard to ability of the students to work independently, their friendship groups, gender equity and other identified student needs.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1.4
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.23
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher of ESL	1.8
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

The cohesive teaching staff at Kellyville Public School believes in implementing a balanced curriculum and working cooperatively for improvement. The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At Kellyville Public School there are currently two members of staff who have an Aboriginal and Torres Strait Islander background.

## 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	20

## Professional learning and teacher accreditation

The teaching staff at Kellyville Public School participated in a range of professional learning workshops designed to build the capacity of staff to achieve the key strategic priorities outlined in the School Plan 2015 – 2017. Beginning teachers were also given the opportunity to attend professional development courses to further enhance their individual classroom teaching skills. Teachers also attended courses that supported the achievement of their individual Performance and Development Plan (PDP) goals and executive team members participated in workshops to build their leadership skills. In 2016, Kellyville Public School had 3 teachers achieve accreditation at Proficient level. There are currently 8

teachers working towards achieving accreditation at Proficient level. There are 12 teachers in their first or second cycle of maintenance of accreditation at Proficient level. All staff participated in the following professional learning opportunities:

- Completion of mandatory courses: child protection online modules, emergency care; WHS Induction; School Communities Working Together and anaphylaxis and Cardio Pulmonary Resuscitation training
- Where thinking and learning meet – skills and processes with Canadian educator, Lane Clark
- Understanding the Performance and Development Framework, Classroom Observations and Feedback
- Working with the School Excellence Framework
- Understanding Personalised Learning Plans
- Growth Mindset, Carol Dweck
- John Hattie the Visible Learner
- Athletics Judging
- Implementing the Geography syllabus
- Autism Spectrum Disorder presented by Sue Larkey
- Phonics and Phonemic Awareness
- GERRIC – Identifying and responding to the needs of young gifted children presented by Dr Lindy Walsh & Dr Kerry Hodge
- Creative and Critical Thinking (Minds Wide Open)
- NAPLAN analysis – Using SMART Data
- Supervising Preservice Teachers – AITSIL online learning module
- Technology workshops: Lego Robotics– WeDo, Stop Motion movies, Coding with Scratch, QR Codes, SoundCloud, BlogEd
- MyPL Basic User Training

A number of classroom teachers attended Professional Learning focused on the following aspects of Literacy: guided reading, spelling and writing. These teachers shared their learning with their colleagues at a staff meeting.

Executive team members also attended: Community of Schools Network Meetings each term LEAP – Developing and Sustaining Outstanding Leadership in schools LEAP Conference: Keynote Speaker – John Hattie. The Senior Executive Team went on a study tour to China.

Kellyville Public School spent a total of \$30519 on professional learning in 2016. The average spend per teacher on professional learning was \$803 .

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>167 482.34</b>
Global funds	335 252.22
Tied funds	288 511.05
School & community sources	426 667.20
Interest	4 138.95
Trust receipts	16 245.60
Canteen	0.00
Total income	1 238 297.36
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	41 073.00
Excursions	93 903.28
Extracurricular dissections	134 389.06
Library	5 945.99
Training & development	30 519.77
Tied funds	150 624.24
Short term relief	79 526.40
Administration & office	106 533.36
School-operated canteen	0.00
Utilities	62 957.04
Maintenance	85 917.94
Trust accounts	26 543.30
Capital programs	68 980.04
Total expenditure	886 913.42
<b>Balance carried forward</b>	<b>351 383.94</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	558 624.11
(2a) Appropriation	469 805.36
(2b) Sale of Goods and Services	5 083.90
(2c) Grants and Contributions	82 769.45
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	965.40
<b>Expenses</b>	-326 535.70
Recurrent Expenses	-326 535.70
(3a) Employee Related	-150 159.76
(3b) Operating Expenses	-176 375.94
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	232 088.41
<b>Balance Carried Forward</b>	232 088.41

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.



	2016 <b>Actual</b> (\$)
<b>Base Total</b>	3 971 556.31
Base Per Capita	33 145.15
Base Location	0.00
Other Base	3 938 411.16
<b>Equity Total</b>	342 338.55
Equity Aboriginal	1 739.21
Equity Socio economic	20 209.97
Equity Language	214 851.76
Equity Disability	105 537.62
<b>Targeted Total</b>	52 800.87
<b>Other Total</b>	54 238.44
<b>Grand Total</b>	4 420 934.17

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

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. The parents, students and teachers participated in the Tell Them From Me Survey.

Their responses are presented below.

### Parents

Parents and caregivers were surveyed on their involvement with the school. 86% of parents responded that they had met with their child's teacher two or more times throughout the year. 93% of parents responded that they attended two or more meeting throughout the year.

### Students

Students from Years 4 to 6 were asked various questions relating to school life. The survey showed that students at Kellyville PS have higher participation in sports and extracurricular activities when compared to the NSW government norms. The results also showed that the students feel more accepted and have positive relationships with their peers.

### Teachers

Teachers indicated that they work collaboratively in developing common learning opportunities (8.7) and that school leaders have assisted in establishing challenging and visible learning goals for students (8.1). Teachers also indicated that data from assessment tasks help teachers to set challenging learning goals (8.1).



## Policy requirements

### Aboriginal education

Kellyville Public School is committed to improving the educational outcomes of Aboriginal and Torres Strait Islander students. Aboriginal perspectives are integrated across many areas of learning to raise student awareness of the Aboriginal culture and heritage and to promote mutual respect and understanding.

We continue to use our Gunganagina Ngurang–Aboriginal Garden as an outdoor education area for students' understanding of Aboriginal culture and heritage.



## Multicultural and anti-racism education

### Multicultural Education

At Kellyville Public School approximately 39% of children are from language backgrounds other than English (LBOTE). Our own school community is growing in its diversity as we continue to welcome students and families from a range of cultural backgrounds. There are 55 different language backgrounds represented throughout our school. As a result, multiculturalism is recognised, accepted and celebrated in many school programs and activities.

In 2016 the English as a Second Language or Dialect (EAL/D) teacher developed and implemented programs to cater for the specific needs of our students. Support was given to students within their classroom as well as withdrawing students in Phase One of their English development. Classes were given classroom support based on the number of students from each phase in their class. When working in classrooms, the EAL/D teacher assisted students to plan, write and edit their work. Students were also encouraged to talk about their culture in class so that all students have a full understanding and appreciation of how different cultures operate within our society.

### Other school programs

#### Creative Arts

##### Dance

This year saw dance troupes from across Kellyville Public School participate in a variety of performances throughout the year. The Stage 1 'Synergy' dance group, consisting of 22 enthusiastic students, successfully auditioned to perform at the Synergy Public Schools Dance Festival in Term 2. The group, led by Miss Martin, performed a Dr Seuss inspired number titled, 'The Things You Can Think'. A highlight of the dance was their brightly coloured, eye-catching costumes. The troupe also performed at Castle Towers for Education Week and at K-2 Presentation Day in Term 4.

A second Stage 1 dance group was formed under the guidance of Mrs Joseph and Miss Wodecki, consisting of 18 students from across years 1 and 2. Their 'Candy' dance was choreographed as part of our School Musical, 'The Chocolate Factory'. The fun and engaging performance successfully auditioned as part of the Hills Performing Arts Festival. The troupe continued to impress audiences with their performances at Education Week and during a school assembly.

The years 3-6 dance group, led by Mrs Browning, performed 'It's All About Me' as part of our school musical and at a school assembly at the end of the year. Miss Gray choreographed a stunning ballet piece titled 'Pure Imagination' that was performed by 5 talented dancers from years 3-6 at Education Week, a school assembly, and as part of our school musical.

A new addition to our extracurricular dance opportunities in 2016 was the formation of a boys hip hop dance troupe. Led by Miss Gray and Mr Jarius, the group of 19 boys from years 3-6 performed 'A New Level of Music' at the 3-6 Presentation Day and at the Platinum Assembly.

Students from Year 4 and 6 participated in a Ballroom Dance Program, which was directed by Mrs Browning and Mrs Gamble. Twenty-four students were selected to represent the school at the Sydney Dance Sports Championships, at Penrith Basketball Stadium. All 12 couples impressed the judges and proudly performed a variety of different dance styles, with many couples progressing through to the final round. Kellyville Public School placed 3rd overall.

The school also saw 3 talented dancers from years 5 and 6 successfully audition for additional dance programs run through the NSW Arts unit. Lucy Borg and Mia Forshaw were selected to represent the school as members of the Pulse Public Schools junior dance ensemble. They performed at the Pulse concert, Synergy Dance Festival, State Dance Festival and the Schools Spectacular concert. Rosalie Brice successfully auditioned for the NSW Public Schools Primary dance ensemble, performing at the State Dance Festival and as part of the Schools Spectacular Concert.

#### School Sporting Programs

Kellyville Public School conducts an exciting in-school sports program for students in Years 3 to 6 which promotes physical fitness and an active lifestyle. Throughout 2016, students participated in a program that fostered good sportsmanship and strongly focused on the development of fundamental movement skills and the application of these skills in games.

During 2016 as part of Kellyville Public School's PDHPE Program, students participated in a Gymnastics program. Trained instructors from Be Skilled Be Fit, an accredited Gymnastics provider, delivered the program. The lessons addressed PDHPE syllabus outcomes for Gymnastics for each stage.

Sporting skills taught to children in K-2 included large and small ball throwing, catching and bouncing; movement and agility; aerobics and gymnastics. Years K-2 participated in the Sport in Schools program which aimed to reinforce their gross-motor skills.

Our students have also participated in athletics, cross country and swimming carnivals. These carnivals, with the exception of swimming, have a focus on participation for all students K6.

Our carnival winners were as follows:

- Swimming – Rosellas

- Cross Country – Wombats

- Athletics – Wombats

Students at Kellyville are given numerous opportunities to participate in sporting activities at school, zone, area and state levels. This year, two students represented our school at area and state carnivals in their chosen sports. These students not only displayed outstanding skill and talent in their sports but also demonstrated Kellyville's high level of fair play and competitive spirit. Congratulations to:

- Rosalie Brice State Dance Ensemble at the Schools Spectacular

- Savelio Lolesio – NSW Rugby League at the National carnival

The school has high participation in the Castle Hill PSSA sport competitions during summer and winter. Teams played against other schools in our zone on Fridays. Competitions included: netball, soccer, tball, softball, AFL, basketball, newcombe ball, touch football and cricket.

### **School Musical – The Chocolate Factory**

The school play 'The Chocolate Factory' showcased students' talents in acting, dancing, singing and set preparation. Under the direction of Mrs Knight, assisted by Mrs Sergejeff, over 100 students participated in the performance. Auditions were held in late 2015 for the main drama roles. Students showed great dedication rehearsing each week after school. Various dance troupes were formed to include as many students interested in dance as possible. Kindergarten performed the Oompa Loompa dance under the direction of Miss Dyball. Miss Wodecki and Mrs Joseph choreographed I want Candy dance with Stage 1 students. Mrs Browning choreographed the Paparazzi dance, involving Stage 3 girls. Miss Gray choreographed a beautiful ballet dance to 'Pure Imagination'. All dances added greatly to the storyline and overall performance of the play. Mrs Johnson, Miss Knight and Miss Xuerub led the combined choir. There were 3 performances during the evening and 1 matinee performance for Tallowood School.