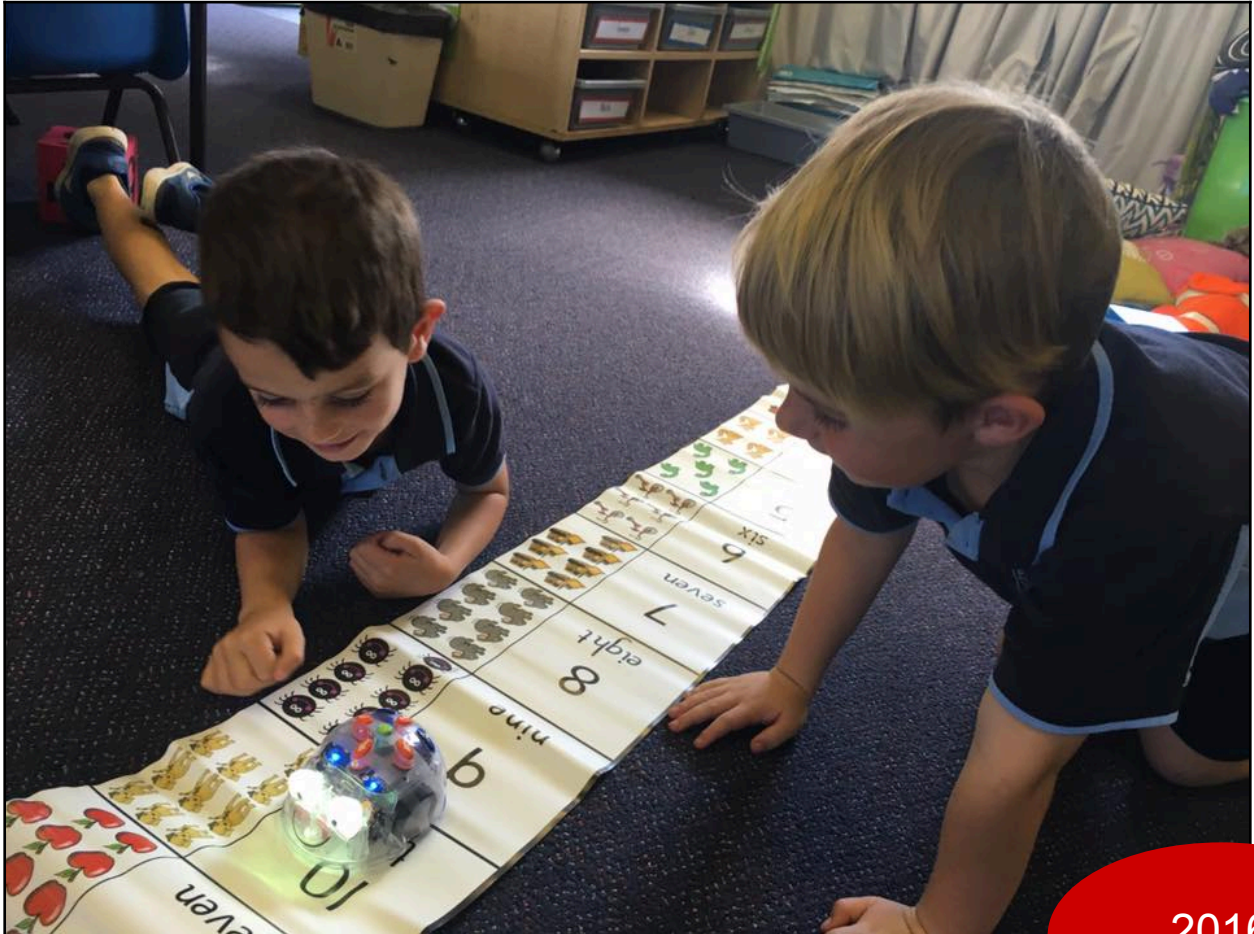


Kempsey East Public School

Annual Report



2016



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Introduction

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

Jenni Griffiths

Principal

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School background

School vision statement

Kempsey East Public School is a supportive school community of 21st Century learners who are respectful, happy, healthy, discerning and aspirational global learners.

School context

The school is located in Kempsey, a town of approximately 11,000 people on the NSW Mid North Coast. The school was established in 1881 and has a rich tradition of excellence. There is a strong commitment to improving literacy and numeracy for all students.

Of the thirteen full time equivalent teaching positions in the school, four teachers are maintaining accreditation at the Proficient level and another two are currently working towards accreditation at this level.

The school has an active Student Representative Council and parent involvement is evident in classrooms and through P&C involvement.

The school is a Positive Behaviour for Learning, (PBL), school. There is a supportive learning environment that caters for the needs of every child, equips students as healthy, 21st Century learners and encourages parents as partners in learning.

There are 222 students enrolled in the school, 18.5% of these students identify as Aboriginal or Torres Strait Islander. The school average attendance rate is 93.0%.

The Family Occupation and Education Index (FOEI) for the school community in 2016 is 125. The state FOEI average is 100 (the higher the FOEI, the more disadvantaged the school).

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.

In the domain of Learning our focus has been on Learning Culture, Wellbeing and Curriculum and Learning.

A Revised Behaviour Code has been implemented across the school after extensive consultation with the school community. There has been a focus on refining our individual support for students. A speech program is being delivered to identified students, Personalised Learning Plans (PLPs) are collaboratively developed for all Aboriginal students, and a proactive Learning and Support Team (LST) identifies learning and wellbeing support needs of students. A spelling policy and assessment schedule have been introduced and scope and sequences have been developed for all Key Learning Areas (KLAs). There has been a new focus on coding and robotics. The continued emphasis on students having individualised learning goals and understanding what it is that they need to do to achieve their goals is ensuring students are better able to reflect on, and own, their learning. Students have had the opportunity to participate in a range of extra curricula activities with the introduction of interest electives for Years 3–6 and dance classes now being offered before school.

In the domain of Teaching we have particularly focussed on Effective Classroom Practice, Collaborative Practice and Learning and Development.

Stage and mentoring meetings, provide the opportunity for teachers to discuss student progress and the impact of teaching programs. Teaching programs and strategies are then revised to reflect the analysed data. A culture of collaborative practice is evident across the school, with teachers participating in observation, sharing practice and seeking feedback. This year, teachers have met fortnightly to share professional reading on evidence based practice and ideas to support the needs of future learners. This has led to teachers implementing new evidence based practice

into their work. Teachers have engaged with the Australian Professional Standards for Teachers at both the Proficiency and Highly Accomplished levels.

In the domain of Leading the focus has been on the elements of Leadership, and School Planning Implementation and Reporting.

We have placed an emphasis on providing more opportunities for parents and community members to be able to engage with the school. Regular communications are sent to parents using the Skoolbag and Class Dojo Apps. Our Facebook page is regularly updated. The increase in parent participation has been pleasing with large audiences at the four parent evening sessions that were offered this year. Parents were provided with opportunities to provide feedback on the school's operations through focus groups and a number of surveys. All staff were involved in using the School Excellence Framework to reflect on school progress. Leadership development opportunities were offered to aspiring and substantive executive staff. Three teachers attended the Art of Leadership training. Leadership of school programs is distributed across all staff.

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

Developing A Quality Learning Environment

Purpose

To build stronger, respectful and collaborative partnerships within our education community to support our students in becoming confident, competent and creative learners who understand the importance of their physical and emotional wellbeing.

Overall summary of progress

Mindfulness was introduced throughout the school in all classrooms. This had a positive effect on student wellbeing.

A new Behaviour Policy was introduced across the school and both parents and students were part of the process in refining this throughout the year.

The introduction of Class Dojo developed another way for both families and the school to connect and develop stronger partnerships. Parent information sessions were conducted and well supported. The school Facebook page, Skoolbag app and school website were regularly updated and used by parents and community members.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A school-wide approach to student wellbeing is evident. <ul style="list-style-type: none">• All members of the school community understand the new behaviour procedures and PBL.• All classroom programs include learning experiences to enhance student wellbeing.	<p>The speech program was successfully conducted with 8 out of the 13 students exiting the program.</p> <p>Parent, staff and student surveys indicate that there is a school-wide understanding and acceptance of the new Behaviour Code. Behaviour incidents recorded on Sentral indicate that in 2014 there were 1128 incidents, in 2015, 600 and in 2016, 641.</p> <p>All students in Years 3–6 participated in weekly interest electives. Martial arts and dance were offered by community members.</p> <p>Morning dance classes were conducted at school.</p> <p>Parent meetings and focus groups were conducted to gain feedback from parents on the new Behaviour Code. Adjustments were made to the policy which reflected the feedback.</p> <p>77% of parents in the focus groups thought that the school handles good/bad behaviour well.</p> <p>95% of parents in the focus groups knew the school's Positive Behaviour for Learning (PBL) Values and 83% thought that all students are well supported by the staff.</p>	<p>Socio-economic background \$32210</p> <p>Support for beginning teachers \$5800</p> <p>Low level adjustment for disability \$10900</p>
There is an improvement in parent engagement with the school: <ul style="list-style-type: none">• A parent survey indicates an increase from 79% to 90% to 'positive relationships exist between the school and its community' and from 72% to 85% for 'the school provides a	<p>Facebook page data indicates an increase from 183 fans of the page in 2015 to 354 fans of the page in 2016.</p> <p>All classes have increased the number of posts they put on Facebook.</p> <p>70 parents attended an information evening, a substantial increase from last year.</p>	<p>Socio-economic background \$91498</p> <p>Aboriginal background loading \$31324</p> <p>Support for beginning teachers \$8988</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>variety of learning and skill building opportunities for my child'. • 70% families are engaging with the school digital communications and attend school events.</p>	<p>Class Dojo is being used by all classes in the school and has been a valuable tool for parent communication. In 2016 on average 85% of parents in each class are connected and on average 59% of parents were using it at least monthly.</p> <p>100% of parents in the focus group thought that the school newsletter was very informative.</p> <p>There was 579 downloads of Skoolbag App on mobile phones this year.</p> <p>100% of parents surveyed felt like they are made to feel welcome at the school.</p> <p>The school newsletter is now available digitally. Only 33 paper copies are requested each week.</p>	<p>Low level adjustment for disability \$13915</p>

Next Steps

Class Dojo will be used to share students' individual goals.

A Kempsey East Public School Wellbeing Policy is to be developed.

A new PBL team is to be established and trained. Mindfulness programs are to be further implemented across the school.

Parent focus groups will continue.

Infinity Learning Maps will be introduced.

The speech program will continue for identified students.

Strategic Direction 2

Building Student and Teacher Capacity as 21st Century Learners

Purpose

To improve student outcomes by ensuring teacher professional practice is evidence based and future focussed and students are visible learners who have a disposition for learning. Students will acquire the skills of 21st Century learners who are literate and numerate, discerning users of technology, collaborative and creative.

Overall summary of progress

Language, Learning and Literacy (L3) continued in Kindergarten and was extended into Stage one. The Lead Trainer successfully conducted training across the network of schools which has had a positive impact on school Kindergarten and Stage one literacy results.

Staff professional development on the Positive Outcome Process and Growth Mindset has ensured that students are becoming self regulated learners.

Staff met regularly to reflect on evidence based practices and discuss how this can be introduced into their teaching practice.

Science Technology Engineering and Mathematics (STEM) activities were further developed across the school. A school team participated in the First Lego League robotic challenge.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers and students demonstrate reflective practices <ul style="list-style-type: none">All teachers use collaborative practices to assess the impact of current teaching practices.90% students are assessment capable learners who understand how they learn effectively.All teaching programs and lesson observations demonstrate use of pedagogies that develop future learners.	<p>3 executive staff participated in Art of Leadership training.</p> <p>All staff have a Professional Development Plans (PDP) and have achieved their goals.</p> <p>Stage 3 staff have introduced Growth Mindset behaviours in the classrooms. Student were aware of their learning goals in literacy and numeracy and were developing independent self monitoring and evaluation skills.</p> <p>All students have been taught basic computer skills. Staff have an understanding of coding and robotics which is being introduced to all classes. All teachers have used the available support to develop their understanding of using Information Technology (IT) in the classroom.</p> <p>A research reading group commenced and sessions ran fortnightly. Thirteen staff attended these sessions.</p> <p>Mentoring and consistent teacher judgment training days ensured all staff continually reflected on their teaching practice.</p> <p>Learning intentions and success criteria were embedded throughout the school. 84% of students can explain their learning intention or learning goal, an increase from 66% in 2015. 81% of students in literacy and 69% of students in numeracy have a clear understanding of the relevant success criteria compared to 56% in 2015.</p>	<p>Support for beginning teachers \$ 20000</p> <p>Quality Teaching Successful Students \$8162</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Teachers and students demonstrate reflective practices</p> <ul style="list-style-type: none"> • All teachers use collaborative practices to assess the impact of current teaching practices. • 90% students are assessment capable learners who understand how they learn effectively. • All teaching programs and lesson observations demonstrate use of pedagogies that develop future learners. 	<p>Scope and sequences have been developed for every Key Learning Area (KLA).</p>	
<p>Improved outcomes in literacy and numeracy.</p> <ul style="list-style-type: none"> • The 2017 Yr 3 & 5 NAPLAN results indicate 8% or fewer students at or below, NMS in all areas of NAPLAN • 2017 Yr 3 & 5 NAPLAN data indicates at least 30% students are in the proficiency bands. 	<p>L3 was successfully implemented across Kindergarten and Stage 1. 66% of Kindergarten students were on track in reading and 87% in writing. In reading, 87% of Year 1 students were on track and 83% in Year 2.</p> <p>A Year K–6 school assessment schedule has been developed.</p> <p>The Kempsey East Public School Spelling Policy was implemented. and ReST spelling data indicates a growth in student spelling data in Years 1–6.</p> <p>Stage 2 and 3 introduced streamed numeracy number lessons in Term 4 after analysing data trends.</p> <p>Quicksmart and Making Up Lost Time In Literacy (MULTILIT) programs were successfully implemented.</p> <p>Year 3 NAPLAN results, averaged across all areas indicate 24.6% students at or below National Minimum Standards (NMS) , and in Year 5, 20.8%.</p>	<p>Socio–economic background \$91498</p> <p>Aboriginal background Funding \$31324</p> <p>Support for beginning teachers \$8988</p> <p>Low Level adjustment for disability \$13915</p>

Next Steps

L3 Stage 1 and Early Stage 1 to be continued and new staff trained.

A Learning hub is to be developed as a collaborative teaching and learning space.

STEM classes are to be introduced and extended in Years K–6.

The assessment schedule is to be reviewed.

An innovative timetable is to be introduced to increase the opportunities for teacher collaboration and learning.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The Aboriginal attendance rate was 93% (similar schools 91 %). This is compared to the overall school attendance rate of 94%.</p> <p>Of the 20 Aboriginal families who responded to our survey, 97% were pleased with their child's progress and 100% felt that their children were respected and treated as equals. 80% of families were represented at the Aboriginal Award night and PLP BBQ in term 4.</p> <p>All students have PLP's with 95% of parents participating in PLP discussions. The Tell Them From Me (TTFM) survey indicated 80% of Aboriginal students were interested and motivated learners.</p> <p>NAPLAN results indicate Aboriginal averaged scaled score growth between Years 3 and 5 students in numeracy was 11 points greater than state and in reading 2 points less than state. NAPLAN trend data indicates that numeracy, reading, grammar and punctuation results are higher than the state Aboriginal results.</p>	<ul style="list-style-type: none"> Aboriginal background loading (\$36 123.00)
Low level adjustment for disability	<p>All families have had a minimum of two meetings with staff around their students progress. Adjustments and relevant reviews have been completed on all plans. Families have identified their preference for the first contact in 2017. All incoming 2017 Kindergarten students with an identified disability have had meetings to discuss their successful transition to Kindergarten and relevant plans have been put in place for each student. The Learning Support Team have met and discussed class placements for students and ensured families have been consulted. The Learning and Support team met weekly throughout the year and regularly consulted with staff and families.</p>	
Quality Teaching, Successful Students (QTSS)	<p>Every teacher has had dedicated time to meet with a mentor on at least four occasions over the year. Student work samples are discussed and teaching practice modified to ensure student growth. A culture of reflective practice is now evident across the school.</p>	<ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$8 762.00)
Socio-economic background	<p>Five teachers were trained in L3. The program was extended into Stage 1 this year.</p> <p>The Quicksmart program continued with 14 students participating and Progressive Achievement Test Mathematics (PATM) data indicates an effect size of 2.092 which equates to four years of learning for one.</p> <p>A speech program was commenced targeting 13 students.</p> <p>Teachers were provided with stage planning</p>	<ul style="list-style-type: none"> Socio-economic background (\$149 028.00)

<p>Socio-economic background</p>	<p>time which ensured a shared understanding of NSW curriculum documents, the literacy and numeracy continuums and consistency of teacher judgement in student assessment. Learning intentions and success criteria were embedded throughout the school.</p> <p>The focus on futures learning was initiated with teachers being exposed to effective pedagogies. A trial on the implementation of new structures to encourage student agency was successfully conducted in Stage 3 in term 4.</p> <p>STEM learning was introduced across the school. All students K–6 participated in beginning coding and robotics. This experience necessitated a rapid growth in both student, teacher and parent STEM skills.</p> <p>Year 3–6 students were offered a variety of extra curricula activities such as healthy cooking, dance, karate, vegetable gardening and music.</p> <p>NAPLAN results indicate 74% of Stage 3 extension Mathematics students achieved greater than expected numeracy growth.</p> <p>Twenty seven students participated in the Early Explorers Program, enabling a smoother transition to Kindergarten.</p>	<ul style="list-style-type: none"> • Socio-economic background (\$149 028.00)
<p>Support for beginning teachers</p>	<p>Both beginning teachers completed L3 training. One teacher has completed mentoring in computer/technology support throughout the school. Reflection data from the beginning teachers demonstrates that they found having a mentor helped them to reflect of their teaching practice, adjusting their practice in line with the discussions and feedback.</p>	<ul style="list-style-type: none"> • Support for beginning teachers (\$26 755.00)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	108	104	90	99
Girls	124	117	123	122

For the past four years the school population has remained steady. The school had nine classes in 2016.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.6	94.6	93.6	95
1	93.9	92.3	94.5	94.6
2	95	94.6	92.8	95.8
3	95.4	94.1	93.8	95.3
4	94	95.4	91.6	96.3
5	93.3	92.4	94	96.4
6	94	93.9	93.2	97
All Years	94.3	93.8	93.4	95.7
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 continued to have a focus on improving student attendance. This year, the student attendance rate of Aboriginal and non Aboriginal students is comparable. A variety of school systems are in place to enable parents to explain student absence in a timely manner. The school has worked closely with the Home School Liaison Officer to support families this year.

Workforce information

Workforce composition

Position	FTE*
Principal	1.4
Assistant Principal(s)	2
Classroom Teacher(s)	7.78
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration & Support Staff	2.52
Other Positions	0.08

*Full Time Equivalent

The school employs the equivalent of one additional teacher, and one School Learning Support Officer (SLSO) positions using the National Education Reform Agreement (NERA) funding. We have one staff member in their first year of full time permanent teaching. School staffing is stable with little movement. There were two retirements this year. Two staff members identify as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

One staff member gained accreditation and another staff member is working towards accreditation at Proficient level. There are four staff maintaining their accreditation at this level. Four staff are currently investigating the process of accreditation at the Highly Accomplished level.

The school has had a strong focus on providing a range of professional development opportunities for all staff.

School Development Days included training in internal psychology presented by Judy Hatswell and futures education presented by Tony Ryan. All staff participated in mandatory training requirements and

teaching staff developed teaching programs to enable the implementation of the new Geography Syllabus.

Five staff were trained in L3 and one staff member was trained in the Australian Numeracy Literacy Foundation (ANLF) program. Three executive staff completed the Art of Leadership program. Three staff were also trained in Eight Ways Pedagogy. Growth Mindset training was completed by two staff and they shared this information with all staff. Staff attended courses and meetings related to the Geography Syllabus, Futures Education, Aboriginal Education, STEM, Anti Racism, and Stage planning. \$34422.73 was spent on staff development this year.

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	\$
Balance brought forward	299 230.77
Global funds	168 094.42
Tied funds	310 771.35
School & community sources	86 861.48
Interest	8 679.80
Trust receipts	8 338.35
Canteen	0.00
Total income	881 976.17
Expenditure	
Teaching & learning	
Key learning areas	4 211.05
Excursions	29 065.17
Extracurricular dissections	15 415.83
Library	7 301.77
Training & development	23 371.73
Tied funds	317 352.74
Short term relief	39 194.39
Administration & office	40 541.20
School-operated canteen	0.00
Utilities	32 749.65
Maintenance	9 894.66
Trust accounts	8 442.44
Capital programs	75 201.26
Total expenditure	602 741.89
Balance carried forward	279 234.28

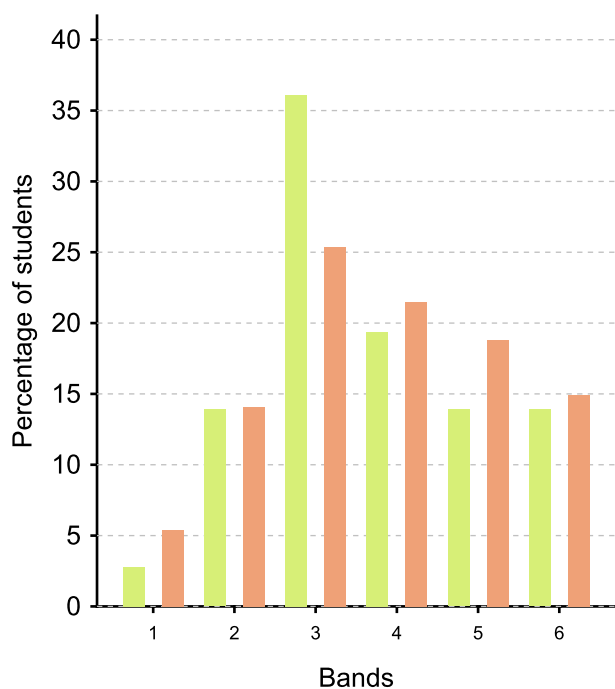
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

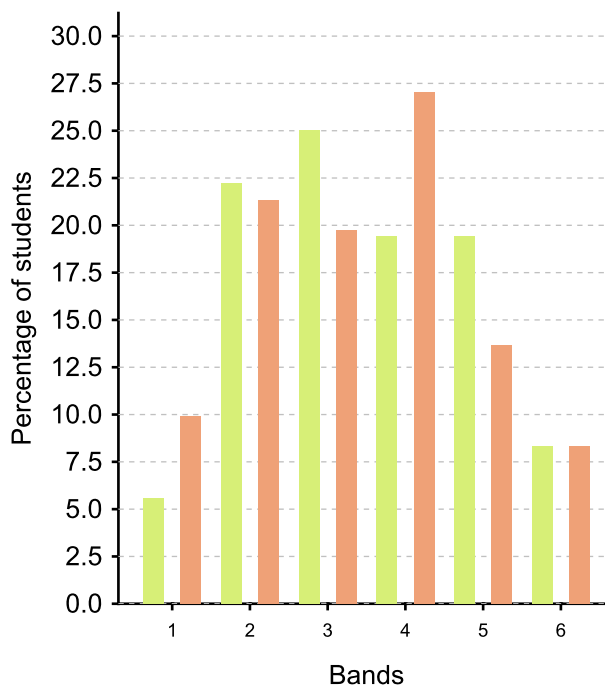
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



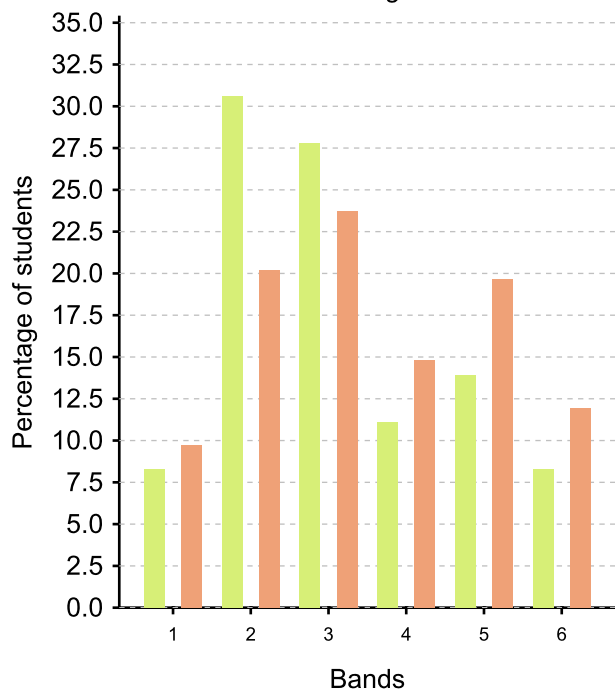
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



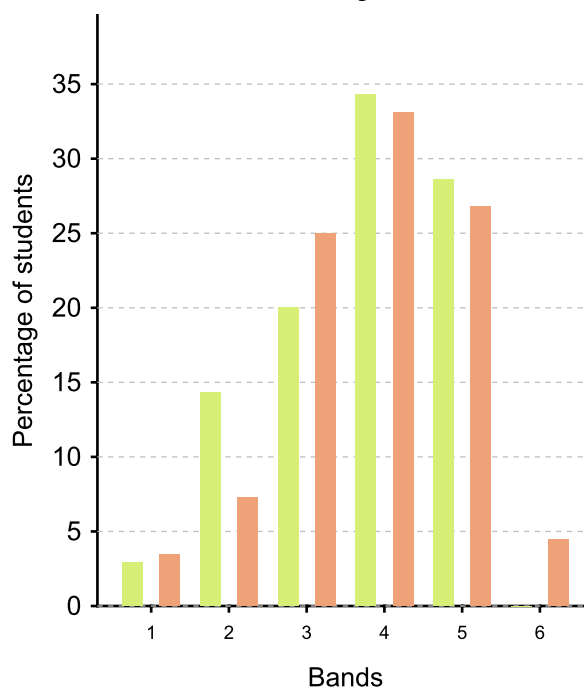
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



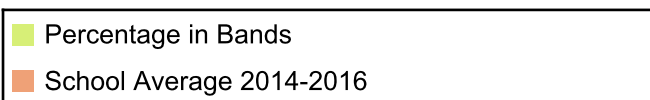
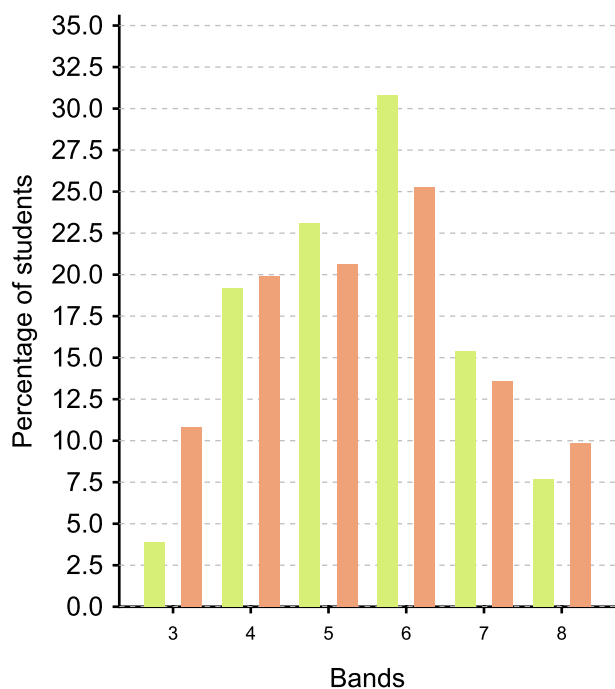
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

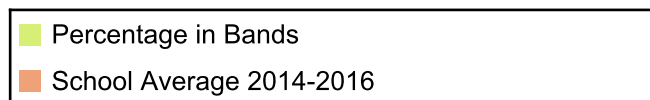
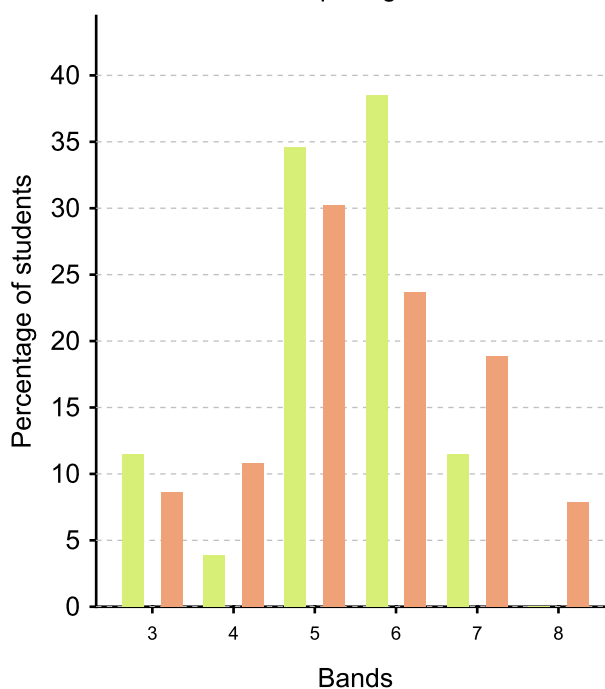


Percentage in Bands
School Average 2014-2016

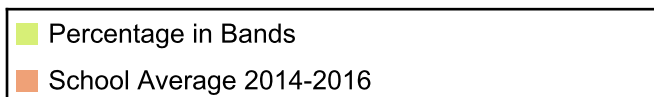
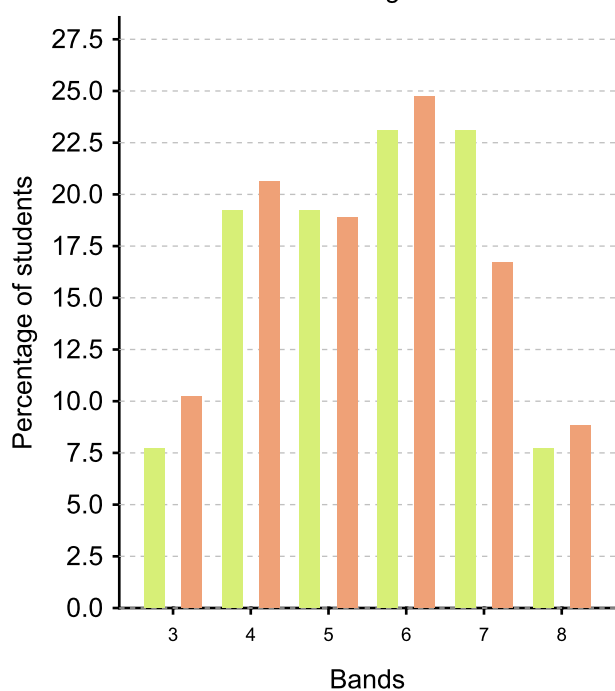
Percentage in bands:
Year 5 Grammar & Punctuation



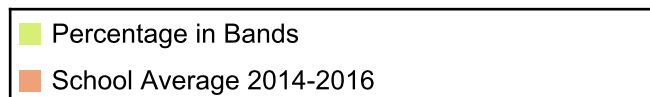
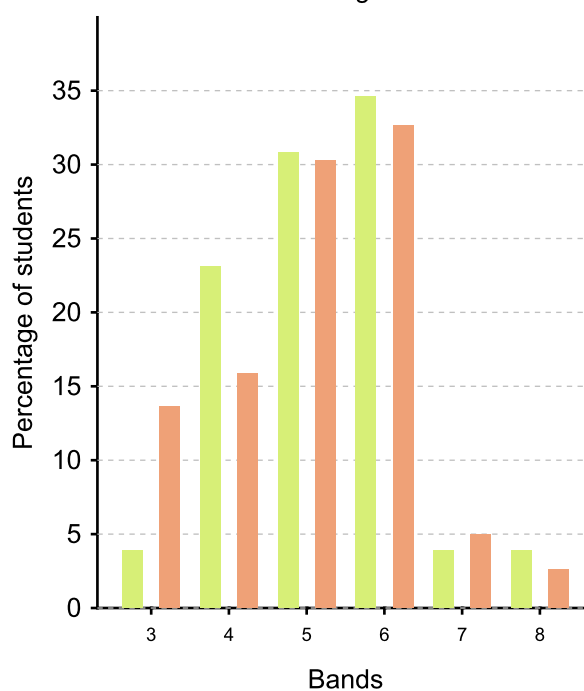
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



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.>

In accordance with the **Premier's priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

In 2016 there was an increase to 30.8% of Year 5 students in the top two bands for reading and 19.2% in numeracy. There was also an increase in Year 3 students in numeracy with 19.4% of students in the top two bands. There was 22.2% of students in Year 3 in the top two bands for reading.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

73 parents responded to a school developed survey, 99% of parents agree or strongly agree that the school has a happy and positive atmosphere and 96% of parents would recommend the school to others. 99% of parents believe that teachers create challenging and engaging work for their children and 94% believe that behavior is managed well at the school. 98% feel that their child feels safe at school and 99% feel that teachers and executive staff listen to and act on their concerns and enquires.

The results from the student Tell Them From Me Survey indicate 71% of Year 4–6 students had a positive sense of belonging to the school, 87% of Year 4–6 students are interested and motivated to learn and 95% try hard to succeed in their learning.

The teacher Tell Them From Me Survey showed that 84% of teachers either agree or strongly agree that school leaders are leading improvement and change in the school and clearly communicate the strategic vision and values for the school. All staff agreed that they have been given valuable professional development this year which has led to improved student outcomes.

Policy requirements

Aboriginal education

All Years K–6 teaching programs include Aboriginal perspectives and content that teaches children about Aboriginal history, culture and Aboriginal Australia.

National Aboriginal and Islander day Observance Committee (NAIDOC) celebrations were very successful with all students participating in engaging activities based on Aboriginal culture. The day culminated in a sharing assembly where all the students shared the art, singing, dancing and cultural learning experiences they had participated in during the day.

All Aboriginal students have a PLP, with input from their family at least twice per year. A family afternoon tea was held in Term 1 and an Aboriginal Awards night was held in term 4. At both events over 90% of Aboriginal

families were represented. These were great showcases for the Aboriginal students to demonstrate their progress towards their learning goals.

The Aboriginal Education Committee has met each term to provide feedback and input into school programs. It is hoped next year that this committee will be expanded to include parents and local Aboriginal community members. One staff member regularly attends the local Aboriginal Education Consultative Group (AECG) meetings.

One Stage 3 student participated in an inter school dance workshop. Four Stage 3 students were nominated for the Macleay Aboriginal Awards with one student being successful in attaining the award for Excellence in Creative Arts. All Aboriginal Year 6 students participated in extra transition to high school activities led by additional teachers. Three teachers were trained in Eight Ways of Learning and shared this knowledge with staff.

A survey of twenty Aboriginal families indicated that 99% are pleased with their child's progress at school and 100% feel that Aboriginal students are respected and treated equally at school. 95% of the families are happy with the opportunities provided for their children and 85% agreed that their children had opportunities at school to be more aware of their culture.

Multicultural and anti-racism education

There was one new arrival student arriving late in term 4. This student has been supported by an English as a Second Language Teacher for two days per week. This support will continue into 2017.

All students engaged in a variety of activities to increase their understanding of different cultures and lifestyles throughout the year. A highlight was student research projects about the participant countries in the Olympic Games.. A whole school Olympic Day was held where students demonstrated their understandings of the varying cultures and participated in sporting activities.

A new Anti Racism Contact Officer (ARCO) successfully completed their training this year.