

# Kentlyn Public School

## Annual Report



2016



2285

## Introduction

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

The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit:<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Androula Kavallaris

Principal

### School contact details

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## Message from the Principal

Kentlyn Public School continues to provide excellence in a caring and enriching environment. I would like to thank the exceptional students, teachers and parents that make up the Kentlyn Public School Community. I am proud to say that the whole school community of Kentlyn Public School continues to be committed to achieving the best possible learning outcomes and wellbeing for all students. This includes:

- Leading teaching and learning to raise student achievement across the school at all levels.
- Engaging in professional learning to develop myself and others.
- Delivering a quality 21st Century education within a school that is committed to intellectual quality.
- Leading improvement, change and innovation.
- Leading the management of the school.
- Engaging and working with the community.
- Creating and sustaining the conditions under which quality teaching and learning thrive.
- Creating a whole school culture of inclusiveness positivity and engagement.

Kentlyn Public School is a dynamic school committed to excellence and continuous improvement of student outcomes. Our students are highly engaged and school life is full of options and opportunities for authentic learning both across and beyond the curriculum. Teachers provide all students with a differentiated curriculum based on best practice in quality teaching and learning.

At Kentlyn Public School we aim to educate the whole child and there is a strong focus on providing students with a complete range of academic, social and cultural learning across the curriculum. We foster the development of students' skills in creative thinking, teamwork, problem solving and authentic communication.

We expect and encourage students to become active, responsible learners and mature contributing members of an ever changing society. Students demonstrate respect for themselves and others, for education, property, laws, traditions and the environment. As teachers, we are committed to lifelong learning for ourselves and the students.

An integral part of my role as Principal is to promote and facilitate school improvement, guided by rigorous evaluation and the input of students, staff and the community. I feel proud that the school community embraces school improvement and is willing to apply newly acquired resources, skills and knowledge.

The achievements of 2016 detailed in this report are possible thanks only to the work of very dedicated, energetic, professional teachers, students, the work of our administration team and our P&C who support and make our mission possible.

On behalf of all staff I am pleased to present the 2016 Annual School Report for Kentlyn Public School. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Androula Kavallaris

Principal

## Message from the school community

2016 was a great year with excitement and productivity. Lots of fundraising activities were held to support our little school. It gives me great pleasure to acknowledge and thank everyone for their efforts. Volunteering is a vital and worthy asset to any organisation and we are grateful for everyone's time and dedication.

The many fundraising events such as discos, raffles and stalls help to raise much needed and well utilised funds for our school. The year finished with a Presentation Day Monster Raffle and Silent Art Auction, displaying the childrens' art work. This is now an event that everyone looks forward to.

The P&C supports and donates money towards educational programs. Some of these programs include Mathletics, K – 6 reading programs, assistance with bus hire and excursions, sporting equipment and achievements, acknowledging bereavement, illness and new additions and upgrading the canteen and supporting the community.

Our focus and main objective is to support the school in educating our children for a bright and fulfilling future and to be a positive stepping stone along the way.

Judith Seeney

P&C President

## School background

### School vision statement

In a safe, stimulating and diverse environment Kentlyn Public School is passionately committed to providing each student with the opportunities to acquire the skills and values to fulfil their potential and become successful participants in our changing world.

Our goal is for all students to be successful, lifelong learners who are confident and creative individuals, striving for continual improvement and are active and informed citizens. Students are equipped to meet the demands and challenges of the twenty first century in a stimulating, inclusive environment where they are valued as individuals and are encouraged to show respect for others.

### School context

Kentlyn Public School is situated in a semi-rural setting on the outskirts of Campbelltown. All 155 students who attend Kentlyn Public School have a right to enjoy their learning and their time at our school. With that as a basis, we have an ethic that puts every individual student at the forefront of our work in the school.

At Kentlyn Public School our teachers genuinely care for their students. This, combined with the dedicated professionalism of all our staff creates a very powerful learning environment. Our school provides a safe, caring and positive learning environment where all students have the opportunity to engage in lifelong learning and to become worthy citizens through quality education.

We work with parents, committed to providing support for the school and encouragement for their children. The energy of our P & C Association complements the single minded approach to providing the best possible educational opportunities for all of our students. Our school motto, "Always our Best" reflects all that we do. We celebrate the uniqueness of each individual. Innovative approaches reflect the delivery of educational programs for all students including specific programs to meet the needs of talented students and students with specific learning needs. The school has a strong emphasis on student wellbeing, high expectations for academic achievement, technology and sporting programs which ensure all students have broad opportunities.

Kentlyn PS is a member of the Leumeah Community of Schools and as part of the New South Wales Public Education system under the control of the Department of Education & Communities we are proud of the achievements to date and look forward to expanding our success into the future.

## 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:**

##### **Learning Culture:** Sustaining and Growing

Kentlyn Public School has a great learning culture across the school community. There is a shared, high value of learning between staff, students and parents. This is supported by positive and respectful relationships. There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

##### **Wellbeing:** Delivering

The wellbeing of students is a priority for all members of the Kentlyn Public School community. Students are taught to accept responsibility for their own behaviour as appropriate to their age and level of understanding, as expressed in our Discipline Policy. A positive and collaborative culture exists between the whole school community with students modelling exemplary behaviour at all times. As a result of the programs implemented at Kentlyn Public School

throughout the year a culture of trust, respect and valuing of each other is established. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

#### **Curriculum and Learning:** Sustaining and Growing

Curriculum provisions were enhanced by learning alliances with other schools and organisations. We have systematic policies, programs and processes to identify and address students learning needs and these were refined after the staff had opportunities to visit Blairmount Public School and various schools in South Australia. Our collaboration with Ruse Public School continued this year with a focus in writing and Consistent Teacher Judgement. Our school is in the process of refining our explicit processes to collect, analyse and report internal and external student performance data and Bump It Up Walls.

#### **Assessment and Reporting:** Delivering

As a staff we reviewed the student reports issued at the end of Semester One and Two. With the support of the P&C, a revised report format was issued for all students at the end of Semester Two. We achieved this by the school employing an ICT consultant that worked with the staff to ensure all mandatory reporting requirements were adhered to. The staff were involved in Professional Learning to support the transition towards the new reporting format. Student reports included descriptions of the students' strengths and areas of growth.

#### **Student Performance Measures:** Delivering

Our school analyses data to monitor track and report on students and school performance. Individual student's reports included descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. The use of the See-Saw app, allows the instantaneous reporting back to parents of their child's work, builds on the students strengths and simultaneously keeps the parents- student- school connection active. Feedback from parents was very positive .

### **TEACHING**

#### **Effective classroom practice:** Delivering

All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers routinely review previous content and preview the learning planned for students in class. The effective use of 'bump it' up walls and 'Learning Intentions and Success' Criteria has further enhanced the differentiated programs implemented in our school, which have resulted in improved student outcomes. Stage based teaching and learning cycles, meetings and mentoring programs allow teachers to critically evaluate their teaching programs.

#### **Data skills and use:** Delivering

Teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. The school leadership team regularly uses data to inform key decisions. Teachers are starting to use data analysis to inform the school's learning goals and monitor progress.

#### **Collaborative Practice:** Sustaining and Growing

The fortnightly teaching and learning cycles ensure that teachers are able to effectively collaborate to improve teaching practice and the outcomes for their students. Initiatives such as the collaboratively planning project with Ruse Public School and the ALFI (Action Learning for Innovation) project have further enhanced a collaborative culture across the school.

#### **Learning and Development:** Delivering

All professional development is aligned with school priorities and targets. Processes are in place for teachers Performance and Development Plans and Beginning and Early Career Teachers are provided with guidance and additional support. Teachers regularly share their professional knowledge with other staff and with networking schools.

#### **Professional Standards:** Sustaining and Growing

Teachers at Kentlyn Public School are active, professional members within the school community. Teachers feel supported in achieving and maintaining the professional standards and support a culture of ongoing improvement. Working beyond the classroom is widely evident by the fact that there is such a wide range of extra-curricular activities provided to students, even though we are a small school. The staff are very committed in ensuring that our students get many opportunities to participate in various internal and external school events. Teachers understand and implement

professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. All teachers are committed to their ongoing development as members of the teaching profession and Kentlyn Public School has a culture of supporting teachers to pursue higher-level accreditation.

## **LEADING:**

### **Leadership – Sustaining and Growing**

Parents and community members have the opportunity to engage in a wide range of school related activities and the school community is positive about our whole school vision. The school is committed to the development of leadership skills in staff and students. Three staff members are continuing to mentor other members of staff in all aspects of school life. The school has productive relationships with external agencies, University of Western Sydney, and community of schools to improve educational opportunities for students.

### **School Planning, Implementing and Reporting – Delivering**

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. Our three year school plan has annual iterations focused on achieving identified programs.

### **School Resources – Sustaining and Growing**

School resources are used effectively and innovatively. Extra Learning and Support positions have been created in order to provide further support to students as identified through our data analysis and program evaluations. Learning spaces are increasingly flexible and the continued investment in innovative technologies and infrastructures has enhanced this.

### **Management Practices and Processes – Delivering**

Due to the small size of the school, all staff are members of various committees and all contribute towards refining and revising our strategic directions and school plan. Processes are in place for regular student input through the Student Representative Council and parents through the P&C and community events such as "Great People in our Life" day and Education Week.

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.

## Strategic Direction 1

### LEARNING

#### Purpose

Kentlyn Public School will be a community of successful learners, confident and creative individuals and active and informed citizens. We will be promoting a culture of excellence by supporting them to provide challenging and stimulating learning experiences and opportunities that enable all of them to explore and build on their gifts and talents.

Community of Schools: To build capacity across the community of schools to maximise learning outcomes and engagement for students by creating an authentic community of learners.

#### Overall summary of progress

During 2016 we continued to work in partnership with Ruse Public School in the area of writing and consistent teacher judgement. Kentlyn Public School was also involved in ALFI ( Action Learning For Success) project which was focused on action research and how teachers can be improving their practice. Our focus was professionally developing the staff in "Learning intentions and success criteria' and how this can effectively improve student outcomes. As a whole school staff we have evaluated elements of our PBL (Positive Behaviour Learning) processes as well as inviting the PBL Consultant to give us feedback on our current practices. In 2017, the Assistant Principal and one other staff member will be trained in PBL and work together to update and modify our current practice. Lesson observations and discovery days were held in association with Blairmount Public School. Through these observations staff were able to see effective teaching practices in different contexts. This reinforced the professional conversations in relation to the Quality Teaching Framework as well as the Professional Teaching Standards to improve their practice. Quality literacy and numeracy practices are identified and starting to be embedded across the school incorporating consistency of teacher judgement and assessing and tracking students through PLAN and school based data. Our continued school-wide focus on Inquiry Based Learning has enabled all grades systematically implementing and continuing to trial elements of the 7 Cs of learning; critical thinking and problem solving; collaboration, team work and leadership; communicating and media fluency; cross cultural understanding; creativity and innovation; computing and ICT fluency; and citizenship. This has led to the continuation of programs such as 'genius hour' and elements of SOLE (Self Organised Learning Environment) being trialled.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff have differentiated the curriculum which is evidenced through class programs and can provide student work samples which reflect the use of 21st Century pedagogy.	All staff are making modifications to their programs to cater for students that are working at different stage levels. Staff are evaluating these modifications accordingly and using this information to form their planning. All staff attended school 'Discovery Days' to see how effective differentiation can make a positive impact on students' learning. All staff are tracking PLAN data to ensure that their differentiated approach to teaching is enhancing student learning. Staff are using the data to inform their teaching. Professional development in the area of Consistent Teacher Judgement, networking with Ruse Public School Genius Hour and SOLE (Self Organised Learning Environments) continued to be implemented across the school.	Equity Loading and Professional Learning Funding \$10,000.
70% of students working at or above school benchmark and evidenced through our PLAN data. Increase the percentage of all students in the top two NAPLAN bands for reading and numeracy by 8% by 2019.  Increase the percentage	According to our PLAN and school data in 2016 40% of students have achieved our benchmark in literacy and approximately 60% of students have achieved our benchmark in numeracy.	Nil



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019.	According to our PLAN and school data in 2016 40% of students have achieved our benchmark in literacy and approximately 60% of students have achieved our benchmark in numeracy.	
80% of students meet or exceed nationally identified benchmarks in literacy and numeracy assessments.	According to our PLAN and school data in 2016 40% of students have achieved our benchmark in literacy and approximately 60% of students have achieved our benchmark in numeracy	Nil
100% of staff demonstrating career growth, mapped against Australian Teaching Standards and Teacher Performance and Development Plan	According to the annual review of the Performance and Development Plans, 100% of staff have demonstrated career growth in 2016. This is an improvement measure that will continue to grow over the next two years.	Equity Loading and Professional Learning Funding \$10,000.
25% of parents participate in parent helper programs and attend parent forums	According to our data 20% of parents participated in parent helper programs such as working bees, parent forums and parent surveys. We do however have 90% of parents following us on 'Skoolbag' and SeeSaw.	Equity Loading Funding \$2,000.

## Next Steps

To further improve our practices in using the Quality Teaching Framework through the Assessment for Learning Initiative. This will incorporate professional learning, collaborative planning, peer observations and feedback as well as explorations days at various schools within the network. This will include:

- Teachers providing explicit and timely formative feedback to students on how to improve and teachers being actively engaged in planning their own professional development to improve their performance.
- Teachers continuing to provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.
- Teachers continuing to build on the inquiry based learning and students being active participants in their own learning.
- Continue to build on assessment data to monitor achievements and gaps in student learning and for this to be used extensively to inform planning for particular student groups and individual students.
  - Assistant Principal to be trained in the area of L2 and our kindergarten teacher to be trained in L3. Both staff members will share their knowledge, skills and understanding from these sessions with the rest of the staff.
  - Further improve our practices in using the Quality Teaching Framework through the Visible Learning Initiative. This will incorporate professional learning, collaborative planning, peer observations and feedback as well as exploration days at various schools within the network.

## Strategic Direction 2

### LEADING

#### Purpose

Our teachers are inspirational, strong, strategic and effective leaders that transform the lives of students and their development as learners, individuals and citizens. They provide a school wide culture of high expectations and shared senses of responsibility for student engagement learning development and success. The school benefits from planned proactive engagement with the parent and broader community.

Community of Schools: Capacity is built across the community of schools to maximise learning outcomes and engagement for students by creating an authentic community of learners.

#### Overall summary of progress

Student Leadership – Provided opportunities for students to organise and run projects which will enhance and build upon their leadership skills as well as attend leadership courses to network with other schools within our school and community. Students participated in the Grip Leadership conference, extracurricular activities such as ‘Academic Challenge’, visiting State Parliament and visiting Hill Top Road on a ‘Technology’ Day. The SRC organised various fundraising events.

Learning Intentions and Success Criteria – Staff were professionally developed in writing learning intentions and success criteria. This will be a big focus in 2017 via the Assessment for Learning Initiative.

Action Research – The school leadership team builds the collective capacity of staff and school community to use evidence based research and data to inform strategic school improvement efforts. We will continue to work on this throughout 2017.

Staff Leadership Programs – School provides meaningful opportunities for aspiring leaders to attend professional learning as well as mentoring programs to continue to build capacity with our staff to take on leadership roles, apply for Expression of Interests and higher executive roles. Throughout 2016 there were a few opportunities for staff to mentor and relieve as an Assistant Principal. All qualified staff are interested in mentoring and career development.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
35% of students take on leadership roles within the school and our school community.	This was achieved in 2016 with our Student Representative Council and School Leaders taking on more responsibility. School Leaders also attended various workshops and various training opportunities to build on their leadership skills.  Tell Them from Us Survey show increasing levels of satisfaction with our student leadership.	Equity Loading Funding \$3,000
60% of Teachers effectively undertaking leadership roles within the school	Staff had the opportunity to apply for the Relieving Assistant Principal position as well as the Relieving Principal positions in the school. Staff attended scheduled professional development for Assistant Principals within our region. Three members of staff attended South Australia as a ‘leadership’ development project in gaining an insight into how small schools empower their students and work side by side with the community to improve overall student outcomes.	Equity Loading Funding \$10,000
100% of teachers show evidence of career growth against National Professional Standards embedded in the Performance and Development Framework.	All teachers are showing evidence of career growth against the National Professional Standards according to evidence provided to mentors and supervisors. Teachers participated in peer observation lessons based on the Quality Teaching	Equity Loading Funding \$3,000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers show evidence of career growth against National Professional Standards embedded in the Performance and Development Framework.	Standards, incorporating the 7 Cs.	
20% of staff participate in formalised leadership development projects	30% of staff participated in leadership development projects. These have included mentoring, growth coaching and the Action Learning for Innovation project.	Equity Loading Funding included in previous resource funding.
100% of staff have individual professional learning plans	100% of staff have written and are working from Performance and Development Plans. Plans were reviewed, evaluated and discussed with supervisors.	Nil

## Next Steps

To further improve our practices we will:

- Build teacher capacity in the area of Assessment for Learning and Growth Mindset. Working with Kerrie Betts, Visible Learning Consultant, and in partnership with Ruse Public School
- Ensure teachers continue to align their Performance and Development Plans to the National Professional Teacher Standards as well as review on a regular basis. Professional discussions will be taking place with their mentor and principal.
- Create more opportunities for students and the community to provide constructive feedback on school practices and procedures. In 2017 we will once again ensure that the Tell Them from Me Survey is implemented for the students, staff and parents.
- Continue to provide leadership opportunities for all staff as well as ensure effective professional development is implemented to continue to build teacher capacity.

## Strategic Direction 3

### LIAISING

#### Purpose

To work together with our dynamic community, our Community Of Schools and other schools and agencies outside our area, collaborating and planning programs for our students to become successful 21st Century learners, confident and creative individuals and active and informed citizens.

Cross– Cultural respect will be at the forefront of all our programs as we promote equity and excellence for all our students, which complements our motto, “Always our Best”.

Community of Schools: To build capacity across the community of schools to maximise learning outcomes and engagement for students by creating an authentic community of learners.

#### Overall summary of progress

**PBL** – Continue to develop and effectively implement Positive Behaviour Learning across the school. In 2017 we will be participating in the training of the program for all staff members as a refresher course.

**Cross–Cultural Community Connections** – Maintain, enhance and utilise connections across community organisations i.e. community of schools, Tharawal, University of Western Sydney and local cultural groups to provide a range of authentic learning opportunities. In 2017 we will continue to build on these networks and connections.

**Networking with the community** – Utilising the skills of the community to support and enhance school programs, especially in the area of sport and cultural understanding. This will be followed up in 2017.

**Community Participation** – Increased number of community members playing an active role in the participative decision making and actively involved in the key areas of school life. In 2017 we will continue to build on this and engage the community through parent forums in relation to how they can best support their child with their learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
70% our students obtaining principal awards and a 10% of students obtaining silver, gold, platinum and diamond medallions.	In 2016 we had given out 72 Principal awards. (50% ) .  8 students received a silver medallion (5%)  5 students received a gold medallion (3%)  1 student received a platinum medallion (0.6%)  2 students received a diamond medallion (1.3%)	Equity Loading Funding \$10,000
25% Increased positive parental involvement and participation within the school community	In 2016 we had over 80% of our community attend school events through out the year. Approx 90% of parents using Seesaw and approx. 85% of parents using our skoolbag app.	Equity Loading Funding \$2,000
15% students contributing to outside community events.	In 2016 we had 10% of students contributing to outside community events.	Nil

#### Next Steps

In 2017 we will:

- Further develop our website to be a more meaningful and authentic way of communicating with parents. At the moment the “Whole School Notes” and Gallery are the most visited sections.
- Continue to organise parent forums to keep our community informed about school initiatives and how we are achieving our set goals as per our school plan.
- Continue to ask our teachers to share learning from targeted professional development with others.
- Continue with the great work that our teachers are doing in terms of contributing towards broader school programs.
- Continue to implement a whole–school approach to wellbeing that has clearly defined behavioural expectations & creates a positive teaching & learning environment. Our discipline policy will be revised in 2017.



<b>Low level adjustment for disability</b>	<p>numeracy and social skills.</p> <p>Employed School Learning Support Officers to further assist in the areas of reading.</p>	<b>As per previous Ram Allocated Funds – employing Learning and Support Teacher</b>
<b>Quality Teaching, Successful Students (QTSS)</b>	All identified students worked with Learning and Support Teacher in the areas of literacy, numeracy and social skills.	<b>As per previous Ram Allocated Funds – employing Learning and Support Teacher</b>
<b>Socio–economic background</b>	<p><b>Strategic Direction 1, 2 and 3</b></p> <p>All identified students worked with Learning and support teacher in the areas of literacy, numeracy and social skills.</p> <p>Employed School Learning Support Officers to further assist in the areas of reading.</p> <p>Leadership conference s and enrichment building activities.</p>	<p><b>\$2,000 Ram Equity Funding</b></p> <p><b>\$ 10,000 Integration Funding</b></p>
<b>Support for beginning teachers</b>	<p><b>Strategic Direction 1, 2 and 3</b></p> <p>With the support of their mentors, Kentlyn's beginning teachers were provided with ongoing support and feedback about their teaching. They were given access to individualised professional learning that focused on classroom and behaviour management strategies, building student engagement, collaborative professional practices and developing productive relationships with parents and carers.</p>	<b>\$8,137 Beginning Teacher Funds</b>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	69	78	80	85
Girls	59	66	67	60

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96	96.1	93.6	93.2
1	95.2	95.6	95.6	93.3
2	94.6	96.5	91.4	94.8
3	95.9	93.1	94.8	92.4
4	92.8	96.7	94.8	95.2
5	91.8	95.6	96.2	92.9
6	96	92.8	92.5	97.1
All Years	94.6	95.3	94.1	94
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

We continue to implement successful procedures and develop new practices to manage non-attendance. The following strategies have been implemented at Kentlyn Public School:

- Frequent communication with parents via newsletters, meetings and in written form
- Increased monitoring of identified students
- Communication with the Home School Liaison Officer (HSLO) and Aboriginal Home School Liaison Officer (AHLISO) to develop an Attendance Improvement Plan.

We will continue to strive for improved attendance rates in 2017 by:

- Continuing to work with families to strengthen home-school partnerships and promote daily attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.55
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration & Support Staff	1.81
Other Positions	0.05

\*Full Time Equivalent

In 2016, no members of the workforce identify as being of Aboriginal or Torres Strait Islander .

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	75
Postgraduate degree	25

### Professional learning and teacher accreditation

#### Professional Learning

All members of staff participated in rigorous professional learning through individual training, at staff meetings and in team meetings. This Professional Learning consisted of after school meetings, collaborative planning, modelled teaching, team teaching, self and peer reflection using the Quality Teaching model. This model works very well at our school and will continue throughout 2017.

Staff participated in extensive Professional Learning



primarily in Numeracy, Literacy and Quality Teaching to support priority areas as well as Coach Training. Staff were also involved in professional learning in the areas of: Technology, Syllabus Implementation, Leadership, Welfare and Equity.

Teachers had access to a range of professional learning opportunities including:

- Networking with Ruse Public School, collaboratively planning, using student work samples for consistent teacher judgement and assessing lessons in English and Mathematics. They also participated in Inquiry Based Learning Skills and collaboratively worked with Ruse Public School in building capacity in these areas.
- Mandatory areas of professional development such as CPR, Anaphylaxis theory and practice and Asthma.
- Writing and implementing the School Plan, milestones and evaluating ourselves with the School Excellence Framework.
- Presenting an aspect of the School Plan and what it looks like in the classroom at a parent forum.
- Workshops based around: Report Writing, NAPLAN, Digital Benchmarking, Seesaw, Action Learning For Innovation (ALFI), Learning Intentions and Success Criteria, PDP (Performance and Development Plan) Writing, LMBR Implementation and L3 Writing Lessons.
- Peer observation lessons based on the quality Teaching Standards.
- Three staff members spent three days in South Australia with teachers from 8 other schools in the community. They spent time at both Primary and High Schools who have implemented co-design school settings and value authentic student voice. Teachers were able to see first hand schools that made the curriculum accessible to students and assisted these students by personalising it to their needs.

In addition, members of staff participated in courses by external personnel which included Aboriginal Education, Music, Leadership, Sport, Oliver and network meetings.

### **Teacher Accreditation**

In 2016 we had three classroom teachers going for their accreditation for proficient. There are three classroom teachers that are maintaining their accreditation at proficient.

### **School Development Days**

All staff participated in Professional Learning sessions at school development days, SASS staff participated where necessary. In 2016 the following professional development took place on our School Development

Days:

- Mandatory areas of professional development, Child Protection and Code of Conduct.
- Unpacking the Geography syllabus and creating a scope and sequence, incorporating History, for 2017.
- Celebrating current school practices that are successfully being implemented at Kentlyn Public School. The evidence was collected and made relevant against the School Excellence Framework.
- A Parent, Teacher and Student planning Day based around the following four questions:

~ What strategies can we implement to ensure we have authentic community engagement?

~ How do we ensure our learning is personalised and our students are successful engaged learners?

~ How do we ensure a year's worth of growth for a year's worth of teaching?

~ How do we engage our students to be 21st century learners?

## **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.

The information provided in the financial summary includes reporting from 31 December 2015 until 30 November 2016.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>112 479.38</b>
Global funds	126 468.08
Tied funds	166 223.75
School & community sources	34 187.00
Interest	2 285.65
Trust receipts	10 596.75
Canteen	0.00
<b>Total income</b>	<b>452 240.61</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	17 842.81
Excursions	13 046.00
Extracurricular dissections	7 503.98
Library	6 592.38
Training & development	0.00
Tied funds	139 621.74
Short term relief	29 011.92
Administration & office	36 037.25
School-operated canteen	0.00
Utilities	23 957.67
Maintenance	7 370.23
Trust accounts	12 695.98
Capital programs	0.00
<b>Total expenditure</b>	<b>293 679.96</b>
<b>Balance carried forward</b>	<b>158 560.65</b>

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	171 255.55
(2a) Appropriation	158 560.65
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	12 597.14
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	97.76
<b>Expenses</b>	-75 396.53
Recurrent Expenses	-75 396.53
(3a) Employee Related	-47 785.01
(3b) Operating Expenses	-27 611.52
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	95 859.02
<b>Balance Carried Forward</b>	95 859.02

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>	1 122 902.96
Base Per Capita	7 971.80
Base Location	0.00
Other Base	1 114 931.17
<b>Equity Total</b>	97 930.65
Equity Aboriginal	6 546.49
Equity Socio economic	15 177.40
Equity Language	33 851.50
Equity Disability	42 355.26
<b>Targeted Total</b>	50 480.00
<b>Other Total</b>	30 350.43
<b>Grand Total</b>	1 301 664.04

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.

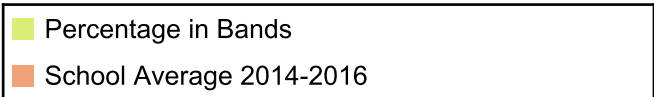
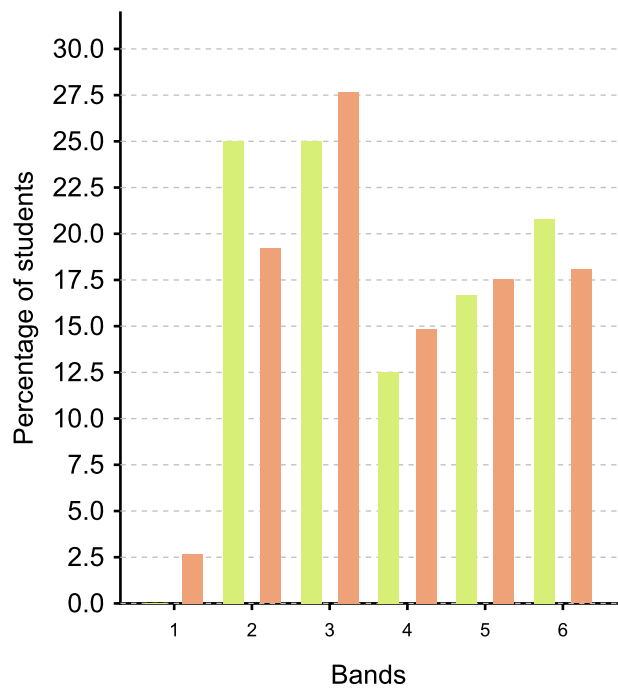
## School performance

### NAPLAN

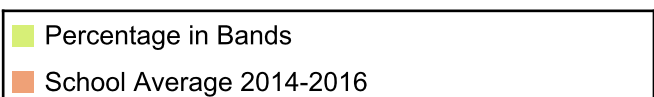
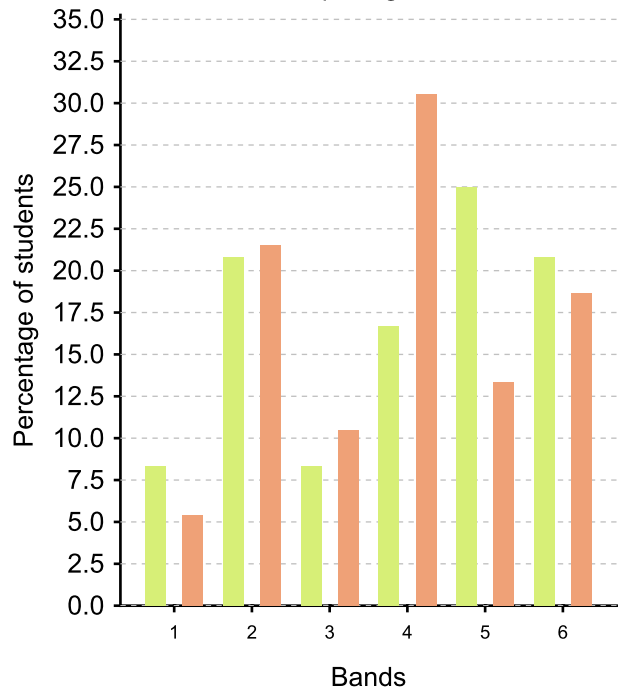
In the National Assessment Program, the results across the years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3) Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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.

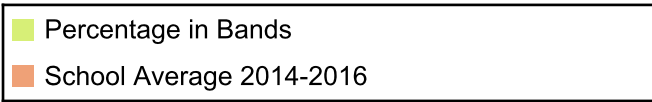
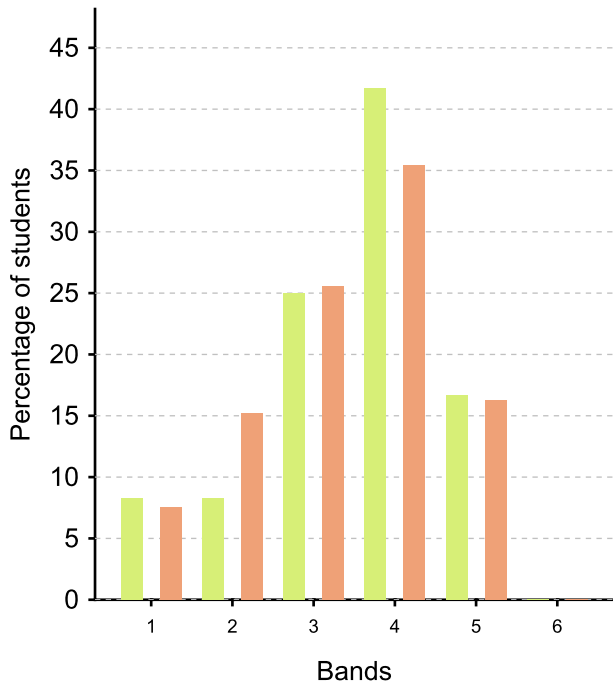
**Percentage in bands:**  
Year 3 Reading



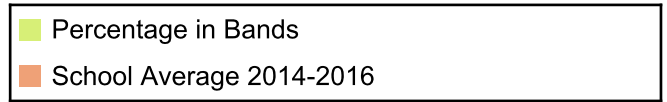
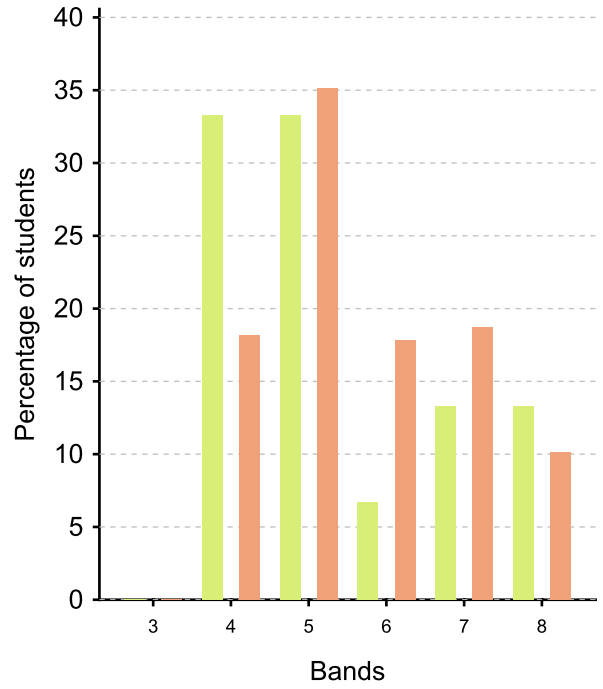
**Percentage in bands:**  
Year 3 Spelling



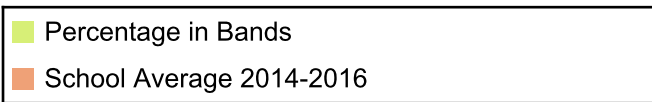
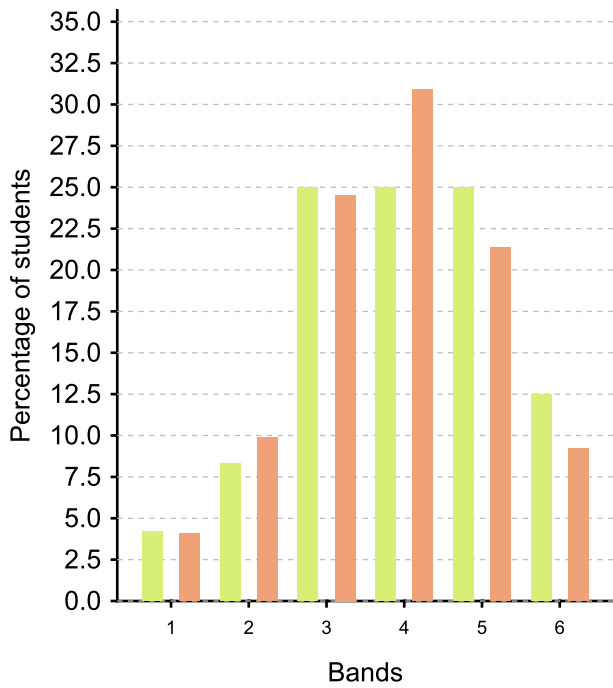
**Percentage in bands:**  
Year 3 Writing



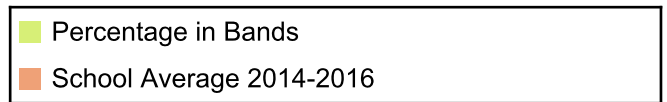
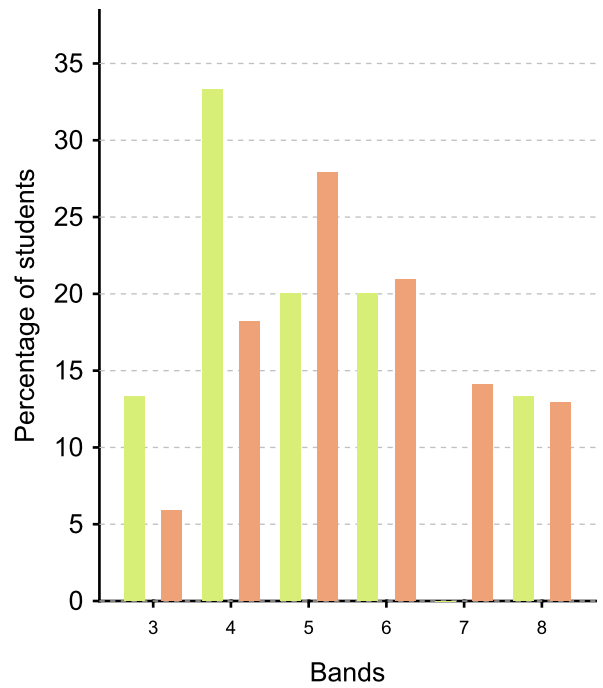
**Percentage in bands:**  
Year 5 Grammar & Punctuation



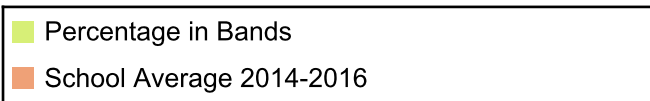
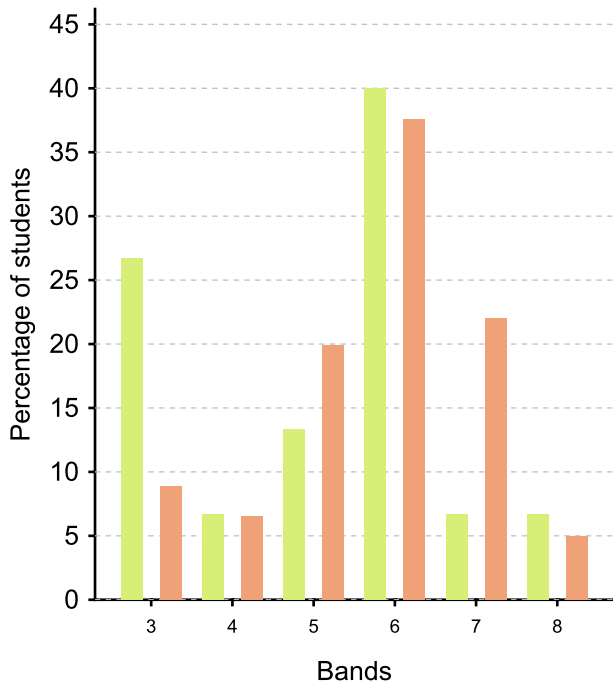
**Percentage in bands:**  
Year 3 Grammar & Punctuation



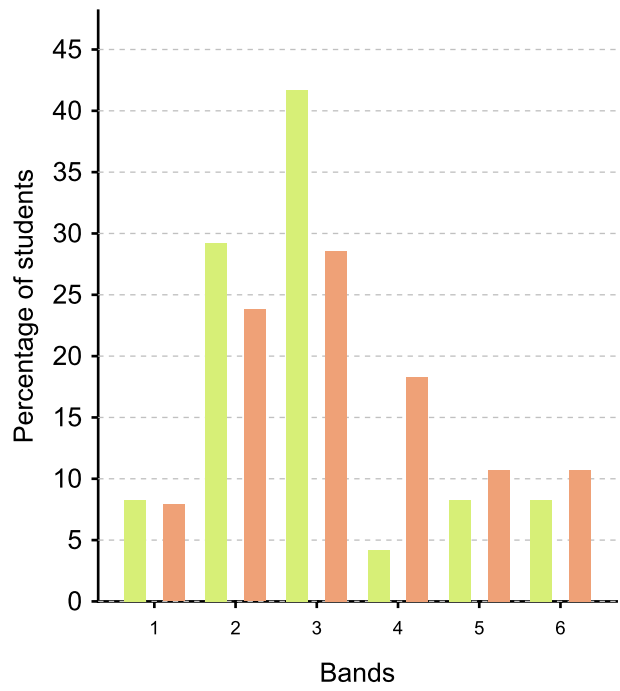
**Percentage in bands:**  
Year 5 Reading



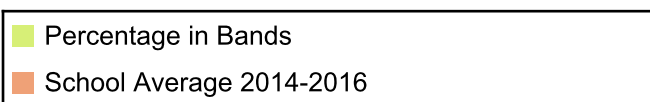
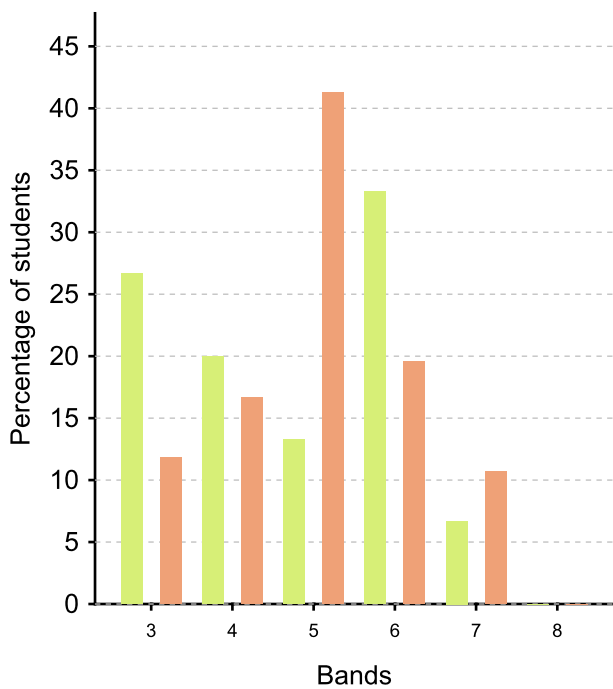
**Percentage in bands:**  
Year 5 Spelling



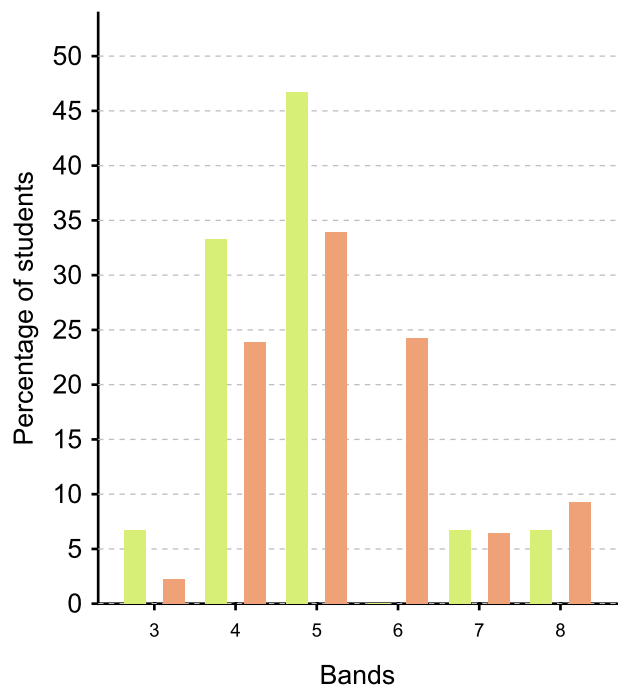
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



**Parent/caregiver, student, teacher satisfaction**

## 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.

### Parents/Carers

#### Findings and Conclusions

8.9 out of 10 parents feel the school's administrative staff are helpful when they have a question or problem.

8.4 out of 10 parents believe teachers have high expectations for their child to succeed.

9.2 out of 10 feel their child is clear about the rules for school behaviour.

8 out of 10 believe teachers show an interest in their child's learning.

### Students

#### Findings and Conclusions

87% of students had a high sense of belonging.

92% of students had positive relationships.

100% of students valued school outcomes.

90% of students tried hard to succeed.

Students rated Teachers' Expectations for Academic Success 8.8 out of 10.

### Staff

#### Findings and Conclusions

8.6 out of 10 staff set high expectations for student learning.

8 out of 10 staff feel their assessments help them understand where students are having difficulty.

8.9 out of 10 staff believe they establish clear expectations for classroom behaviour.

8.3 out of 10 staff talk with other teachers about strategies that increase student engagement.

## Policy requirements

### Aboriginal education

Aboriginal education is a two pronged approach at Kentlyn Public School. We are committed to improving outcomes for ATSI students, whilst developing understandings of culture and history for all. In 2016 we

had 11 students who identified as being Aboriginal.

To ensure the personalised needs of all Aboriginal students were being met, a Personalised Learning Pathway was developed and implemented for each identified Aboriginal student. These Personalised Learning Pathways incorporated strategies to assist students to work towards achievement of academic, social and cultural goals identified.

In 2016, the Aboriginal students at Kentlyn Public School were involved in a number of initiatives within our local community. These initiatives included, Heart Beat at Western Sydney University, a NAIDOC assembly at Ruse Primary school and Leumeah High School, which was part of our Community of Schools, The Ochre Opportunity hub program and a visit from the Dhawaral Dental Clinic.

The school's partnership with the Tharawal Aboriginal Corporation was a vital link for Kentlyn families. Students and their families accessed the many programs and services offered by the corporation.

2016 saw the opening of our Yarning Circle. With the help of Uncle Ivan and the Aboriginal Men's Group, the opening ceremony was celebrated on Wednesday 23rd November by the whole school community and a number of local schools in the area. Students from Leumeah High School Aboriginal Representative Council ran rotational activities for Kentlyn students during the afternoon.

### Multicultural and anti-racism education

Kentlyn Public School encourages opportunities for our students to proudly share their cultural aspects. This has supported increased understanding and celebration of multiculturalism within our society.

Kentlyn Public School recognises its responsibility to help prepare students for a multicultural Australia. We foster a sense of tolerance, respect, cooperation and understanding of all cultures and promote the sharing of cultural values.

Multicultural perspectives are included in classroom teaching programs. The school actively promotes cultural awareness by exposing students to a variety of cultural experiences through: cultural shows, welcoming visitors from a range of cultural backgrounds, dance and music.

#### Achievements:

- Implementing units of work that highlight cultural, linguistic and religious diversity.
- Celebrating cultural diversity through Harmony Day.
- Working towards providing a racism-free learning and working environment, including referring any racism issues to the Anti-Racism Contact Officer (ARCO) position which is filled by a trained member of staff.
- The opening of our Yarning Circle.

## Other school programs

### Reading Recovery

The Reading Recovery program continued to provide intensive intervention support in reading for identified students in year one who required extra assistance with reading and writing. It is supplementary to the ongoing literacy programs provided in the classroom. The program's goal is for students to continue to succeed in a supportive classroom environment without any or very little additional support. The Reading Recovery Program has been operating at Kentlyn Public School continuously for the past six years. In 2016, 12 students were placed on and graduated from the program. The Reading Recovery teacher closely monitored former Reading Recovery students in Year 2 and 3 at the end of each semester in order to ensure that their level of reading has been maintained or improved.

### Kindergarten Orientation

The Kindergarten Transition program at Kentlyn Public School in 2016 consisted of a Kindergarten Orientation day and three transition visits.

#### Visit 1

The initial Orientation Day began with new parents and their children settling and reassuring their children while they began various fun developmental play activities in the kindergarten classroom. Parents were then presented with guest speakers who discussed programs that can be accessed in order to support their child. These included our Home School Liaison Officer, our afterschool care co-ordinator, P&C president, and a current kindergarten parent.

#### Visit 2

Children and their parents were welcomed by our school captains and taken to the kindergarten room. There, students were encouraged to participate in various literacy activities, while their parents were part of an English information session. This was accompanied by a powerpoint presentation as well as take home information packs on how to assist their child with this Key Learning Area and each of its sub-strands. The school leaders ran literacy workshops in a rotation group style. Parents took part in each rotation where they were able to engage in hands on activities and games that would be useful to play with their child at home. At each rotation parents were given resources to take home.

#### Visit 3

Following along the previous visit with a Literacy focus, this session explored mathematics and its sub-strands. Once again the school leaders ran numeracy workshops in a rotation group style. Parents took part in each rotation where they were able to engage in hands

on activities and games that would be useful to play with their child at home. At each rotation parents were given resources to take home.

#### Visit 4

This visit involved the parents and children participating in a story and craft activity based on the book. This was followed by light refreshments which was an excellent opportunity for parents to chat with each other and other staff members.

### Student Welfare

The school continues to promote a positive learning environment through an effective Student Welfare and Discipline policy. A copy of the policy is provided each year to parents new to the school. The policy focuses on a system that recognises positive behaviour. Students are rewarded by the presentation of 'mini' awards, which are later exchanged for merit awards, principal's certificates and also bronze, silver, gold and platinum medallions. This is a continuous system where the students can continue to strive for their next award despite the fact that the scholastic year may have passed. Students who have achieved a principal's award get a special morning tea each semester.

This year 72 Principal Certificates were presented to students who exhibited exemplary behaviour.

All students from Kindergarten to Year 6 participated in Child Protection lessons which assisted them in recognising and responding to unsafe situations and seek appropriate assistance. These lessons also strengthened attitudes and values related to equality, respect and responsibility. The staff also reshaped our own anti bullying strategy called Social Skills which was implemented in Term 1 of each year. Together with our Peer Support program (Term 2), Child Protection (Term 3) and Drug Education (Term 4) form a very strong emphasis on Personal Development and the raising of self esteem and confidence within our student body.

### Arts

At Kentlyn Public School, Creative and Performing Arts continue to flourish, driven by the talents and expertise of staff, parents and community members. The school offered a range of art based projects for students to participate in, providing an opportunity to showcase their many talents.

#### Art Award

Students are encouraged by teachers to produce high quality art works in class. The school presents a highly sought after 'Artist of the Week' certificate at school assemblies with the winning entry displayed in the office foyer.

### Creative Arts

The annual Easter Hat Parade saw classes from K-6 parade a variety of creative and individually designed hats to a selection of music. Student's siblings also

joined in the fun and walked around to show off their creative show pieces.

### **Circus Workshops**

Taking place on Tuesdays, students were given the opportunity to engage in circus workshops. During these workshops students were able to try their hands at a range of different circus skills, apparatus and equipment. Activities during these workshops included juggling, twirling and soc poi, spinning plates, diablo, hula hoops, and spin–stix.

### **Performance**

The fortnightly school assemblies continued this year on a rotational basis. They provided opportunities for students to perform musical and dramatic acts for the school community as well as showcase their recent work. The end of year Talent Quest was held in Term 4. Students auditioned for inclusion and contributed a wide range of acts including singing, dance, instrumental and drama.

Students were provided the opportunity to enrol in music classes with 'The Music Bus' again this year. Several students took up the opportunity to learn an instrument ranging from guitar, keyboard and drums.

### **Book Week**

During Book Week we celebrated the theme AUSTRALIA: Story Country by sharing our love of books and reading. Students, teachers and community members celebrated at our book parade by dressing as their favourite book characters. Our book fair was also very successful with many students purchasing books, and some wonderful families donating a selection of books back to the school.

### **Dance Group**

Miss Swales formed a Kentlyn dance group as part of a school initiative to run 'interest groups' during lunch times. Dance group met every Tuesday in the hall. Each week over 20 girls would attend the Dance group. They focused on a variety of dance moves each week that all came together for a great performance at the end of the year. They not only performed at the School's Presentation Day but also at the Campbelltown Sports Stadium. Overall the Dance group was a great success and well supported each week by the students who attended.

### **Skipping**

Kentlyn Public School skipping group has been going for three years. The group this year was made up of students from Kindergarten to Year 2. For many of these students it was the first time they had done any form of skipping. Skills levels improved dramatically over the year. Students attended a training session every Tuesday during lunchtime, where they learned and develop new skills. Students were encouraged to attempt something new, within their ability level. Refining a skill was also encouraged before moving on to new skills. Students were an integral part of

developing a routine. They were encouraged to listen to the music and decide on the tricks they wanted to include. Students' skills were highlighted when they chose tricks for the routine that they are most comfortable with.

### **Learning and Support**

The Learning and Support Team met weekly to identify, discuss, monitor and track the needs of individual students. The team consisted of the school executive and counsellor. Classroom teachers attended the meetings when they wished to seek additional assistance for a student in their class. Identified students were assessed by the counsellor or support teacher and relevant support strategies were put in place for each child. Parents were kept informed of their progress through review meetings. Our school successfully accessed support for students from a number of services this year including the Macarthur Schools Assistant Principals Learning and Support Team and *Out of Home Care*. The school has also further supported students by liaising with external agencies such as Access to Allied Psychological Services (ATAPS), Infant Child and Adolescent Mental Health (ICAMHS), Tharawal Aboriginal Corporation, Paediatric Occupational Therapy (Rosemeadow Community Health Centre) and Northcott Disability Services. Using our equity funding from the areas of Aboriginal, Socio Economic and Low Level Adjustment for Disability we employed a staff member three days a week to further provide support to our Aboriginal students, students with disabilities and students needing further support. Individual Education Plans were developed to provide students extra support with their academic, behavioural, social or emotional needs. Our learning assistance program provides small groups or individual students with additional explicit and systematic learning experiences in literacy and numeracy. The learning support teacher also assists in assessing students and reporting back to teachers with reports and strategies to meet students' needs.

### **Technology**

At Kentlyn Public School, technology is embedded in the teaching and learning process. There are seven permanently mounted interactive whiteboards in classrooms. XO computers were given to all students so that they are able to access the Internet and all subscriptions at any time it is needed. They also allow students to create multimodal texts that demonstrate their understanding of lesson content in new and exciting ways. Students were given user accounts to Mathletics, Reading Eggs, Literacy Pro and Skwirk to use both at school and at home. Ipads were purchased for teachers to implement See–saw and have access to the internet where ever they are working from within the school.

### **See–Saw**

2016 saw the implementation of See–saw. This is a student–driven digital portfolio that empowers students of any age to independently document what they are learning at school and share it with their teachers, parents, classmates, and even the world. We had 90%



of our parents connected on See–Saw and 80% actively using it as a form of communication between school and home.

## **Sport**

2016, what a year of sport. The year started with swimming. A successful carnival was held at Bradbury pools, where Macarthur won the swimming carnival. A smaller but still determined group of students travelled to the zone carnival. From this, four students placed in their races and qualified for the Regional Carnival.

Cross country was next, and after many laps around the school had been run, Macarthur came out on top in the house competition. An energetic group of runners travelled to Thomas Acres Reserve to compete in the Zone carnival. From this, two Kentlyn students rose to the challenge and qualified for the Regional carnival.

The final carnival of the year was the Athletics carnival. There was some great competition, and not just in the relay event where the parent team asserted their authority and took line honours. In the house competition, Macarthur finished a clean sweep of the carnivals, winning the Athletics Shield. Another two days of competition at the Zone Athletics carnival saw one student qualify for the Regional Carnival.

As well as the carnivals, students had the opportunity to trial for zone teams in a variety of sports against the students of 16 other schools in the Campbelltown zone. This year, Kentlyn had three students represent at a regional carnival in team sports: Adam Redzic – Soccer; Jordyn Ingersole– Rugby League; Marcus Zapirain – AFL.

The Koshnitsky Trophy for swimming excellence was awarded to Thomas Ferro. The Junior Sports Person was awarded to Bronwyn and Laura Zapirain, who had earned the same amount of points with their sporting achievements, and Matthew Ross for Senior Sports Person. Sports Person of the Year went to Marcus Zapirain.

## **SRC**

2016 at Kentlyn Public School saw another successful year of student leadership within the Student Representative Council (SRC). Kentlyn's SRC strives to achieve a powerful unity of students, teachers and community where student voice is valued and encouraged.

Throughout the year students of the SRC voted, discussed and planned a range of projects to support the students at Kentlyn Primary. It was decided by our representatives that a continuation of the 2016 composting initiative would be a valuable and sustainable project for all classes to continue with. It was also decided that our new goal would address the loss of sport equipment under the buildings near the playground. The SRC voted on holding a range of fundraising events to raise enough money to buy netting and place around the bottoms of the buildings. Our biscuit sale and book raffle was a huge hit raising over \$200 towards our projects.

The students have arranged for Mr Bird to complete the task in early 2017, having raised the profits to purchase the netting.

The SRC has worked well throughout the year, and has shown students to be eager in getting involved in whole school projects and having a voice among teachers, staff and the community.

## **Library Renovation**

Term 3 was the planning stage of our library renovation, where much of the planning was assisted by suggestions taken from staff, students and members of the community, as to what they envisioned a 21st Century library should look like. Term 4 saw the opening of our newly renovated library. The revamped and open learning environment has a new flexible format that allows the space to be used for a range of new learning opportunities for our students and teachers.

## **Premier's Spelling Bee**

The Premier's Spelling Bee was introduced to Kentlyn in 2012 as a fun and educational way for our primary school students to engage in spelling. The program included activities to encourage all students to engage with spelling and to promote improved literacy in combination with the English K–6 Syllabus.

The competition comprised of two divisions – Junior for Years 3 & 4 and Senior for Years 5 & 6. Words for the competition were provided by Macquarie Dictionary and were divided into several categories. Junior and Senior students studied different word lists. These words were distributed to all students taking part in the competition.

Brix Belen, Alejandro Nilo–Barona, Bryce Pearson and Angus Michie went on to compete in the Regional Final. Kentlyn Public School was extremely proud of all students that participated in the competition.

## **Premier's Reading Challenge**

Again in 2016 Kentlyn Public School participated in the Premier's Reading Challenge. It ran from March to September. All students from Kindergarten through to year 6 were registered, aiming to encourage in students a love of reading for leisure and pleasure, and to enable students to experience quality literature. It was not a competition but a challenge to each student to read, to read more and to read more widely. Parents and caregivers were encouraged to support the Challenge to promote the development of literacy skills and a love of reading and to encourage their children to continue reading when they have finished the Challenge. Students had over 7000 books on the book list. They were encouraged to be adventurous in their reading and add as many different types of books as they could to their reading records. The book lists represented a range of books including fiction, non–fiction, picture books, poetry and drama and included a wide variety of Australian authors.