

Kogarah Public School Annual Report



2016



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Introduction

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

Lea Kitchener

Principal

School contact details

Kogarah Public School
Gladstone St
Kogarah, 2217
www.kogarah-p.schools.nsw.edu.au
kogarah-p.School@det.nsw.edu.au
9587 9472

Message from the Principal

Once again in 2016, Kogarah Public School focused on providing a quality education for all our students who come from 42 cultural backgrounds with a wide range of English language ability. The school focus is always on student academic, physical and social growth and on maximising educational opportunities for all students.

Achievement of our students in NAPLAN literacy and numeracy tests has been excellent with 69% of year 5 students achieving greater than or equal to expected growth in reading, and 82% in numeracy. In both year 3 and year 5 NAPLAN tests, students achieved well in the top two bands in most aspects of the tests. Of particular note, in year 3 spelling, where 80% of students compared to the state average of 55% achieving in the top two bands. In all other aspects of NAPLAN the school achieved 10% or higher than the state in the top two bands, with the exception of year 5 writing.

Improved access to technology across the school was achieved through the purchasing of additional iPads. Adequate technology resources ensure that teachers are able to teach the 21st Century capabilities across the curriculum and that our students are skilled and comfortable with using technology as a tool for their learning.

The school provided a range of extra curricular opportunities to enhance student talents and experiences beyond the classroom.

Highlights of the year for our school community included:

- the biannual Showcase where every student had the opportunity to perform on stage for their families in either a dance or drama item. Each class, plus our dance groups, performed items and the event was very well received by all families who attended.
- our dance groups performing admirably at the St George Performing Arts Festival, at Rockdale Plaza during Education Week and at our Presentation Day Assembly in December. The Year 3–6 Recorder Group performed an original composition written by Mr McCubben, the school's talented music teacher.
- our two choirs performing at the St George Performing Arts Festival.
- participation in PSSA sporting competitions in cricket, netball and soccer. These competitions provide students with opportunities to represent the school in sport against other local schools. The girl's senior netball team were the premiers for their division. Both cricket teams made it to the semi finals but did not proceed to the finals.
- a number of fundraising events that were organised by our Parents and Citizens Association. They included an Easter Chocolate Raffle, two Bunnings Barbecues, a Movie night, a Run-a-thon and end of year disco. These events were valuable fundraising opportunities and also involved the community coming together to support the school. Another

highlight for the year was the annual Multicultural Lunch held during Education Week. Families cooked foods from their cultural background and sent them to school for sale. This was a huge success with the school community again this year.

- the Stage 3 Debating team doing exceptionally well and reaching the final of the Premier's Debating Challenge. This was only the second year of our school's participation in debating.
- participation in the Ultimo Operational Directorate Public Speaking competition and the Multicultural Perspectives Competition. Public Speaking is a major focus in the school to develop our student's ability to put their points of view forward using persuasive language and to develop their thinking skills. The winner of the school competition in each learning stage went on to represent the school at the finals. Many of these students go on to participate in the debating competitions.

This year has seen a large number of changes to the management reforms in schools. These new practices and processes have required a great deal of commitment and training by the administration and leadership of the school. I thank the School Administrative Staff and Executive team of the school for the wonderful job they have done in coming to terms with such changes over a very short timeline.

Message from the students

This year the Student Representative Council (SRC) has continued to reflect on our leadership skills as well as our organisational skills with the guidance of Mrs Di Terlizzi and our class teachers.

The year has been a busy one for the SRC. We have been leading our combined assemblies. We have learned how to stand confidently and speak to our school.

The SRC also discussed ways we could make our school a better place for everyone. We have had discussions with our classes and they have written any ideas on our special suggestion notice board displayed in our classrooms. Our ideas are always useful and sometimes used by teachers.

Our school garden is running well. Various students are helping, under the watchful eyes of Mrs Vandermaal and Mrs Hand and we always acknowledge the garden news in our assemblies.

Being part of the SRC has been an amazing time. Classes have gathered together suggestions for the SRC and given them to Mrs DiTerlizzi so that she can see what suggestions can be included into our playground. A lot of the suggestions will be found in our playground, in future years. Every couple of weeks the SRC sets up an assembly for all stages throughout our school. At this meeting, we address the students and give certificates to those who have abided by the rules. The SRC have been very productive and have had lots of fun.

Tiffany and Piki

School background

School vision statement

Aspiring for excellence through building student capacity and success, led by quality teaching and provision of opportunities, in partnership with an aware and engaged community.

School context

Kogarah Public School is situated in the south eastern suburbs of Sydney and serves a diverse multicultural community with 89% of the student enrolment from non-English speaking backgrounds. Effective literacy and numeracy programs provide opportunities and support for all students. Strong academic results reflect the school's banner statement of Excellence, Opportunity and Success. Students experience a safe, secure and disciplined learning environment. The school recognises positive attitude, behaviour and good work through a strong student award system based on restorative practices and the school's core values. The core values of the school, developed with the school community, are reflected in the practices and policies of the school. Student leadership is developed and encouraged through an effective Student Representative Council. The school values the quality partnerships developed with our parents through the school's Parents and Citizens Association and the wider school community.

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 Domain

Learning Culture– Delivering

The school has well coordinated and targeted support programs that address the wide variety of abilities of its students. The English as an Additional Language or Dialect (EAL/D) and the Learning and Support teachers work collaboratively with the class teachers to provide literacy and numeracy support across the school. The programs are flexible and students move within groups according to current need. Termly, collaborative planning sessions use student assessment data to develop differentiated learning programs. Programs take into account the English language proficiency and academic abilities of all students.

Curriculum and Learning – Delivering

The implementation of new syllabus documents for History and Geography have been successful, with the development of a two year scope and sequence for each Key Learning Area (KLA) and stage-based units of work and related assessment tasks being written by teachers. The school has successfully implemented all new syllabus documents over the last three years. Increased integration and use of technology for learning, including the library program, is evident across the school. A structured and comprehensive Kindergarten Transition Program provides students and parents with a quality start to school. A parent survey, of all new Kindergarten parents indicated that 100% were very satisfied with the program provided. Transitions from primary to secondary school are provided, with local high schools offering a variety of opportunities for Year 5 and 6 students to participate in programs as preparation. Students with additional needs are catered for within this transition process.

Wellbeing – Delivering

The school's Learning and Support Team and LaST program support all student's learning, including students with disability. Processes for referral, counsellor intervention and consultation with departmental and outside agencies ensure that all students educational, emotional and physical needs are provided for. The school's Behaviour Code and processes for maintaining a safe and happy learning environment are acknowledged positively by students and parents through surveys. Restorative Practices and the Bounce Back resilience program continue to provide strategies for students and teachers to develop well behaved and responsible learners. The school encourages students and the wider

school community to support fundraising for charities each term. This is always well supported and demonstrates contribution to the wellbeing of others and the wider community, e.g. Stewart House and Cancer Council.

Assessment and Reporting – Sustaining and Growing

Student School Reports each semester provide parents with detailed information about student achievement and areas for growth. Parents are encouraged to discuss these reports with the teacher through organised Parent /Teacher Interviews and ongoing discussions. The ongoing professional learning of teachers around consistent, teacher judgement has meant that there is a more accurate understanding of where students' achievement levels are on the Literacy and Numeracy continuums. This then provides teachers with more accurate data with which to differentiate learning programs.

Student Performance Measures – Sustaining and Growing

Business Intelligence (BI) reports indicate that in reading and numeracy there are excellent value added results in Years 3, 5 and 7. Students achieve high levels of performance in external performance measures, i.e. NAPLAN. The Literacy and Language Learning (L3) program in Kindergarten has continued to demonstrate good results in literacy achievement for 69% of students in reading and 79% in vocabulary development

Teaching Domain

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. Teaching programs are regularly reviewed and teachers adjust them following analysis of student performance data.

Collaborative Practice – Sustaining and Growing

Teachers collaboratively planned teaching programs on a termly basis followed by regular stage meetings where programs were refined. Planning included EAL/D, the Learning and Support Teacher, Library, Community Language and RFF teachers.

A team of four teachers was trained in the implementation of the KidsMatter framework and were able to present these modules to the whole school ready for full implementation in 2017. The school technology team provided a number of professional learning sessions to the whole staff about using ICT applications with their students as well as working with staff to ensure ICT resources and curriculum are supported.

Learning and Development – Sustaining and Growing

A structured Professional Learning program provides targeted professional learning to meet School Plan targets and teacher individual learning goals. QTSS time is provided for teachers to observe and work with colleagues to achieve their learning goals. The L3 and Quality Literacy Teaching K–2 courses focus on improving teaching practice in literacy. Teachers share learning and practice with other teachers during Stage meetings and whole school professional learning sessions. Two newly appointed, beginning teachers were provided with additional time and mentor support to develop their teaching practice. Another two beginning teachers successfully completed their accreditation at proficient level.

Professional Standards – Delivering

All teachers have developed professional learning goals as part of the Performance and Development cycle. These goals are individually developed and are aligned to the School Plan and the Australian Teaching Standards. All teachers have participated in lesson observations and been provided with feedback to guide future development. Teachers observed other teachers as part of their own professional learning to achieve their learning goals.

One teacher is a trainer of the L3 program and works across a number of schools, including this school, to train teachers in the implementation of the L3 Kindergarten literacy program.

Leading Domain

Leadership – Delivering

The Student Representative Council (SRC) provides leadership opportunities for students. The school provides opportunities for distributed leadership for teachers, including taking up the leadership roles of curriculum committees, School Plan Project leadership, e.g. KidsMatter, membership of the technology team and coordination of extra-curricular activities.

Parents and community have the opportunity to engage in a range of school-related activities including the Parents and

Citizens Association and volunteering in classrooms. The school community is invited to participate in a range of school events, e.g. PSSA sport carnivals, Grandparents Day, Multicultural Lunch, Open Day during Education Week.

School Planning, Implementation and Reporting – Delivering

The school draws from the collection and analysis of learning and development data to review performance annually. The data informs the next annual iteration of the School Plan. The students, staff and community are invited to contribute, through surveys and focus groups to annual reviews of school Strategic Directions. The school frequently acknowledges and celebrates a wide diversity of student achievements through the school's award system and the Annual Presentation Day Assembly. The school newsletter is also used to publicise and acknowledge student, staff and community achievements.

Management Practices and Processes – Delivering

The school has a range of organisational and administrative processes and structures to ensure the effective operation of the school that supports the teaching and learning activity of the school. The implementation of the Learning and Business Management Reform (LMBR) required additional training of the leadership team and administrative staff. New administrative procedures are gradually being introduced as the new reform is embedded over the next two years. Both administrative staff and teaching staff are implementing the new processes successfully with support. The school's recent enrolment growth was adequately resourced with additional accommodation and teaching resources. Parents are invited to provide feedback about the quality and effectiveness of communication from the school via annual survey, which is then responded to and changed if necessary.

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

Building capacity in students to become lifelong learners prepared for the challenges of the 21st century.

Purpose

To enable students to become literate, numerate, resilient, self-motivated, socially responsible and creative users of technology. Students will experience success as learners with their wellbeing at the forefront. They will develop the skills to enable them to become leaders of the future.

Overall summary of progress

The implementation of the Australian Curriculum for NSW K–10 syllabuses for History and Geography were reviewed and the scope and sequences of learning were updated for the final cycle. Class teachers collaboratively developed teaching and learning programs aligned to the new syllabuses which were then implemented across the year. Assessment tasks were discussed and aligned to the new curriculum content to ensure that the appropriate outcomes were being assessed for reporting to parents.

Professional learning sessions, related to embedding technology skills, were presented across the year. There was a continued focus on using a range of Information and Communication Technology (ICT) applications in the classroom for a variety of purposes, including presentation of work and the trialling of e-portfolios for student reflection. Sharing sessions and classroom observations continued to be a beneficial way of supporting teacher learning in this area. Students were engaged in many different learning opportunities where experiences included the use of technology. Sets of iPads were purchased by the school to improve access and facilitate quality learning experiences for all students.

Literacy and numeracy were again a focus of learning experiences and the milestones were achieved K–6 through the varied programs offered. All Early Stage 1 classes implemented Literacy and Language Learning (L3) as a focus for literacy learning. Stage 1 teachers began implementing learning programs which reflected L3 pedagogy using skills and techniques appropriate for their grades. Teachers in other stages continued to use the Literacy and Numeracy continuums and syllabus documents collaboratively to assess student achievement and guide future learning programs for students K–6.

The implementation of Live Life Well @school continued with staff ensuring consistency in delivering project goals by following the scope and sequence. Crunch'n'Sip continued K–6, raising awareness of the benefits of healthy eating. The Fundamental Movement Skills continued to be a key factor in delivering fitness and physical education strategies. All students participated in the beep test as a way to measure individual progress in fitness levels.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching and learning programs and assessment tasks demonstrate quality teaching pedagogy, Australian Curriculum implementation and 21st century general capabilities embedded across the curriculum.	Scope & Sequences and units of work have been developed for the new History and Geography syllabuses. All students are able to demonstrate their learning using new ICT application/programs. The evidence of programs collected, demonstrated all class teaching programs, including those of support staff, where relevant, reflected outcomes/objectives of the Australian Curriculum for NSW K–10 Syllabuses for History and Geography.	\$66,941 teaching resources to support syllabus implementation across all Key learning Areas.(amount is from AFS up until 17 /10/2016)
NAPLAN, PLAN data and school based tracking systems indicate that at least 75% of students meet expected outcomes in literacy and numeracy learning each year.	Literacy and Language Learning (L3) program was successfully introduced in kindergarten. All teachers were trained and implemented the program. L3 data reflected the success of the program with 69% of students reading at or above the expected level 9 and 79% of students working at or above the expected vocabulary level (30+words) which shows that we are excelling.	Professional learning budget supported implementation (See Strategic Direction 2 funding)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>NAPLAN, PLAN data and school based tracking systems indicate that at least 75% of students meet expected outcomes in literacy and numeracy learning each year.</p>	<p>Following training of two teachers in Quality Literacy Teaching K–2 professional learning, Stage 1 programs and methodology in the teaching of literacy skills were reviewed and changes were made to incorporate new teacher learning.</p> <p>NAPLAN data showed that 62% of Year 3 students achieved in the Top 2 bands for Reading and 54% in Numeracy which shows those students are excelling. In Year 5, 42% of students achieved in the Top 2 Bands in Reading and 44% in Numeracy which shows those students are excelling. Year 7 data indicates that 29% of students are achieving in the Top 2 bands for Reading and 45% in numeracy. These students are excelling.</p> <p>School data, which is collected from grade assessments, shows that 75% or more of the students in Years 1 – 6 met expected outcomes for literacy and numeracy, with the exception of the results for Year 3 and Year 5 Mathematics that were lower than the target (Year 3 – 67% and Year 5 – 73%).</p>	
<p>100% of students using a range of ICT skills and applications across the curriculum as a tool for their learning.</p>	<p>The inclusion of a technology focus in most teaching and learning programs allowed students to demonstrate their learning in a variety of ways. The students have access to technology through classroom computers, 3 banks of netbooks and up to 10 iPads per class.</p>	<p>\$74,000 for ICT purchases (also mentioned in Strategic Direction 2)</p>
<p>95% of students demonstrate increased fitness levels as measured by regular beep tests, improved Fundamental Movement Skills and healthy eating patterns through monitoring of daily Crunch and Sip.</p>	<p>Crunch'n'Sip was regularly participated in by 89% of students which is a significant increase from the previous year. 96% of parents believe that Crunch'n'Sip has encouraged healthy eating patterns at home.</p> <p>Interviews with teachers demonstrated support for the Live Life Well @ School project through inclusion of Crunch'n'Sip and fundamental movement skills and that beep test results demonstrated personal fitness improvement was evident.</p>	

Next Steps

- Australian Curriculum for NSW K–10 History and Geography – collaboratively developed units for Geography will be written and implemented in classrooms which will complete the two–year teaching cycle; resources to support learning will continue to be purchased.
- Literacy and Numeracy Project – Literacy and Language Learning (L3) implementation will continue in Early Stage 1. Stage 1 teachers will all program using Quality Literacy Teaching K–2 methodology which follows on from the L3 program. Stage 2 and 3 teachers will use PLAN data to guide groupings and programming, further deepening their understanding of the clusters for the aspects of Reading texts, Comprehension, Writing, Place Value and Multiplication and Division. All students will set learning goals related to at least one aspect of learning on the Literacy or Numeracy Continuum. Individual tracking of student progress will be continued using data walls and other collection and display methods to make student learning visible and to facilitate progress discussions with students.
- Resources to support learning, using a range of ICT applications and programs, will be purchased. All students will be able to demonstrate their learning using appropriate skills within a variety of applications.

- Promoting a positive attitude to fitness based on personal best will continue through the implementation of the Beep test. Jump Rope for Heart will be undertaken in Term 3 as another fitness program. Crunch'n'Sip will continue to be encouraged and offered to all students K–6.

Strategic Direction 2

Staff and leader learning that strengthens teacher practice and team building, resulting in high quality student outcomes.

Purpose

To further develop teachers and leaders who actively engage in ongoing, quality professional learning and who work collaboratively to deliver differentiated, innovative teaching practices of high quality. This will increase student engagement and improve student outcomes through delivery of programs that cater for the learning needs of all students.

Overall summary of progress

In 2016 the school continued to develop an engaged learning culture for staff where collaboration and consistency were the foundation. This included the staff developing an understanding of formative assessment and what it looked like in the classroom to improve student outcomes. Staff participated in lesson observations where they were observed then received constructive feedback. Teachers were also provided with the opportunity to watch expert teachers demonstrate quality lessons to improve their practice and student outcomes.

To improve the use of data to drive planning, staff were involved in professional learning in assessment of, for and as learning and formative assessment with feedback, including development of student learning goals. Staff were provided time to collaboratively plan with their team and implement strategies into the classroom to inform teaching. The staff then demonstrated and provided feedback to the whole staff on the strategies implemented in their classes.

Information and Communication Technology (ICT) continued to be a staff identified area of learning and involved professional learning on the variety of ICT tools available to assist the learning across Key Learning Areas. Staff continued professional learning in using iPads and investigated and trialled other applications available. The ICT scope and sequence was reviewed, and continued collaborative planning enabled ICT skills to be integrated into teaching programs across Key Learning Areas. Opportunities for staff discussions on the implementation of new ICT skills in the classroom provided useful feedback on effective strategies.

All staff were involved in professional learning in 'KidsMatter'. KidsMatter is a framework for schools to nurture happy, balanced students through mental health promotion, prevention and early intervention activity and planning. Social and emotional learning (SEL) was the focus of professional learning. Refinement of the 'Bounce Back' class resilience program was undertaken and strategies to encourage SEL in the classroom were provided. Opportunities for staff discussions on the implementation of social and emotional learning in the classroom provided useful feedback on effective strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of class teachers using achievement data to drive planning.	100% of teachers surveyed have formative assessment embedded in their teaching programs. 100% of teachers found formative assessment useful in informing their teaching. Teachers placed students on Literacy and Numeracy Continuums through PLAN. This data was used to plan programs based on student achievement.	
100% of teacher programs show differentiation for the learning needs of all students.	All class teachers are using differentiation in literacy/numeracy programs. Teacher programs show differentiation through grouping, IEPs and adjustments noted in programs for individual students. 100% of teachers surveyed provide opportunities for students to reflect on their learning. Data walls, student learning goals, student journals, checklists and task criteria are all strategies being	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teacher programs show differentiation for the learning needs of all students.	<p>implemented in classrooms.</p> <p>LaST program, Reading Recovery and EAL/D programs are differentiated in collaboration with class teachers.</p>	
Pedagogy for 21st century learning, including ICT integrated into teaching programs.	<p>A range of ICT skills are being embedded in teaching programs across all KLAs and students are demonstrating their learning using new ICT skills. 100% of teachers surveyed had implemented new ICT skills in the classroom. Twenty or more iPad/ computer programs were used throughout the school as a regular part of the teaching and learning programs.</p> <p>Teachers shared technology being implemented during stage meetings and whole school Professional Learning sessions.</p> <p>Technology is embedded in programs through collaborative planning and programming.</p>	<p>\$74,000 for ICT purchases (see Strategic Direction 1</p> <p>\$9,314 Computer Coordinator funds</p>
All staff will have success in Professional Learning with goals aligned to the School Plan and Australian Teaching Standards. This will be measured annually against the Performance and Development Framework.	<p>All staff have received targeted, focused feedback on their teaching practice. They have had an end of year feedback discussion and review related to the Professional Development Plan (PDP) and their professional learning goals, including how their professional learning has improved their teaching practice.</p> <p>91% of teachers surveyed found observing other teachers beneficial to their teaching practice. 100% of staff agreed the feedback they received about their lesson observations helped them improve their teaching.</p>	<p>\$19,434 Professional Learning (Tied funds)</p> <p>\$2,576 additional funds for Professional Learning from school funds.</p> <p>0.282 FTE QTSS funds</p>

Next Steps

- Professional learning on 'Visible Learning' which includes development of learning intentions and success criteria. This project is researched and evidence based.
- Refinement of the Performance and Development cycle including lesson observations, through the development of a flow chart that explicitly states the process.
- Professional learning on creative and critical thinking skills through inquiry based learning.
- Sharing of ICT skills and implementing focused ICT program in classrooms.
- Formative assessment with feedback to and from students, including continued development of student's individual learning goals.

Strategic Direction 3

Community partnerships that support student learning and wellbeing through the development of a shared understanding of the education of the whole child.

Purpose

To develop greater engagement with the community through creating an inclusive school culture with a broad understanding of a balanced whole school curriculum, including the importance of student wellbeing. A climate of open communication and understanding between parents and the school will be developed.

Overall summary of progress

Increased community involvement in school programs continued to be a priority throughout 2016.

Information was shared at our Meet the Teacher evening and during Kindergarten transition parent workshops. These meetings encouraged parents to actively engage in their child's learning, both at home and at school. Each term an overview of content being taught was provided to parents to further support the link between home and school. Parents were encouraged to meet with teachers whenever there was a need.

The engagement and links with the community have increased in numbers of parents and community members involved in Parents and Citizen meetings and school events. Parent surveys indicate that they are very positive about the school. Fundraising and school activities are well publicised and are well supported. Parent volunteers were encouraged to work within the classrooms across the school. They were provided with training about protocols, expectations and skills for working in classrooms.

Transition programs with local pre-schools and high schools continued to be positively received. Parents were surveyed following the Kindergarten Transition Program regarding the quality of the program and preparing them and their children for school. 100% of parents surveyed indicated that they felt that they and their children were provided with a quality program that will prepare them well for school in 2017. Local pre-school students visited Kindergarten classes as part of their transition to primary school and a teacher visited a local pre-school to discuss how to support the transition process. A sense of belonging was fostered for the whole school community through the above links, ensuring a positive learning environment for all stakeholders.

The Middle School Project with Kogarah High School continued for Year 5 students who visited the school on several occasions. There was a focus on developing basic coding skills using Scratch which students continued to use back at the school. Some teachers from Kogarah High School also visited a Stage 3 classroom to observe teaching practices in literacy. All students in Year 6 spent time visiting their high school as part of the transition process. Some students who required additional support in the transition process, spent time participating in additional programs to ensure they experienced a positive transition between the schools. Several high schools made time to meet Year 6 teachers and discuss individuals in detail. The majority of Year 6 students left primary school feeling very confident to move on to high school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A more involved and informed school community, working to support student learning as measured by increased volunteers in classrooms, attendance at P&C meetings, school events, workshops and forums as well as surveys.	<p>The evidence and impact of a more involved and informed school community is identifiable in surveys conducted across the school. Parent <i>Tell Them From Me</i> surveys, as well as school surveys that revealed positive results in regard to parents being well informed and parents supporting learning at home. School based survey results indicate that written communication from the school has been effective and easily understood. The school website, newsletter and the School enews application are used to publicise the school's activities and endeavours.</p> <p>The inaugural Grandparents Day was held and positively received with a number of visitors coming to classrooms to participate in a range of activities.</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A more involved and informed school community, working to support student learning as measured by increased volunteers in classrooms, attendance at P&C meetings, school events, workshops and forums as well as surveys.	<p>The school's Showcase performance was extremely well attended by the school community with tickets selling out. Parent feedback through informal discussions was overwhelmingly positive.</p> <p>13 parents participated in a school run CPR training session.</p> <p>P&C fundraising events were well supported by the school community.</p>	
All Stage 3 students will feel confident and positive about their transition from primary to secondary school as measured by discussions and a survey of students at the end of year 6.	<p>Reflection and feedback from Stage 3 students and Kogarah High School staff indicated the success of the Middle Years project.</p> <p>All transitions proved to be positive at the beginning of the new school year 2017</p> <p>A survey of all new kindergarten parents indicated that 100% were very happy with the transition program and the information they received. They believe that their children are well prepared for beginning school.</p>	
The Tell Them From Me Student Survey indicates that at least 95% students have a positive attitude about school and learning.	<p>The results from the <i>Tell Them from Me</i> student survey indicate that 76% of students at Kogarah Public School had positive relationships with staff and other students and 72% had a high sense of belonging. 69% of students were interested and motivated. 95% of students valued the school outcomes. The three year target of 95% of students having a positive attitude about school and learning is probably unachievable as State norms are 85%. The school will work on improving this percentage. It is intended that continued implementation of the KidsMatter framework and Visible Learning will impact on these results and assist in reaching a more positive attitude about school and learning. A student survey showed 96% of the students feel that the school is accepting of all students.</p>	

Next Steps

- 2017 will continue to see a sustained effort to increase the involvement of parents in engaging in all aspects of the school curriculum. KidsMatter will be officially launched with a community day of planned activities that promote the ideology 'Every Face has a Place'. The importance of student wellbeing will continue to be reinforced to help all members of the school community nurture happy, balanced children.
 - The three year target of 95% of students having a positive attitude about school and learning is probably unachievable as State norms are 85%. The school will work on improving this percentage.
- Stronger curriculum links will be developed with Kogarah High School through a variety of projects that involve not only Year 5 students, but the wider school population.
- Communication will continue through updating the school's website each term; providing information through the noticeboard, school application, newsletters to ensure information is delivered in a timely manner. Activities will be planned across the year to ensure that there is at least one major community event each term.
- The school's educational priorities will be continue to be communicated to the school community through flyers and term overviews, which outline the focus areas for each stage of learning to ensure that all parents have a clear understanding of the learning expectations taking place in classrooms.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	School based assessment data and NAPLAN data indicating individual growth in literacy and numeracy.	Three full time teachers and \$26000 of flexible funding. • Aboriginal background loading (\$1 888.00)
Low level adjustment for disability	<p>School assessment data analysed and students placed on PLAN software for literacy & numeracy and on school tracking sheet.</p> <p>Students in the Learning and Support Program are assessed regularly and their individual progress is tracked and monitored.</p> <p>A number of students participated in the Multilit program to address specific gaps in their literacy learning. Assessment data indicates that students achieved expected outcomes from the program.</p> <p>Targeted support in numeracy was provided during numeracy groups in Stages 2 and 3, where the LaST teacher and the EALD teachers focused on students requiring additional support.</p>	<p>0.7EFT LaST staffing</p> <p>\$20,836 flexible funding was used to provide a full extra day of LaST teacher time and School Learning and Support Officer time to support students individually and in groups according to relative need.</p> <p>\$13,110 funding support for individual students.</p> <p>• Low level adjustment for disability (\$0.00)</p>
Quality Teaching, Successful Students (QTSS)	Teacher programs, feedback on lesson observations, discussions with supervisors and teacher survey. All teachers indicated through feedback to supervisor how successful lesson observations and or mentoring was for their learning and improved teaching practice. Teaching programs indicated that School Plan priorities were included. Teachers were provided with mentoring or additional time to observe peers to improve their teaching practice. Time was also given to groups of teachers to develop units of work collaboratively. Teachers indicated that this was very worthwhile for the development of quality teaching programs.	<p>QTSS 0.282 EFT staffing allocation</p> <p>• Quality Teaching, Successful Students (QTSS) (\$0.00)</p>
Socio-economic background	<p>School based assessment and NAPLAN data used to assess individual students' growth.</p> <p>Funding was provided to support families who required financial assistance so that their children could participate in all school activities.</p>	<p>\$11,232 was used in conjunction with Low Level Adjustment for Disability funding and English Proficiency funding.</p> <p>• Socio-economic background (\$11 232.00)</p>
Support for beginning teachers	Beginning teachers indicated through feedback discussion with principal and supervisors that they have been well supported and are collecting quality evidence for their accreditation requirements. Teaching programs, lesson observations, student work samples and collaborative work with colleagues was used as ongoing evaluation against the Australian Teaching Standards. One funded beginning teacher and one temporary teacher (unfunded) successfully completed accreditation at Proficient Level.	GTIL funds \$30,837

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	168	169	173	187
Girls	162	155	173	192

There has been a large increase in enrolment over the last two years due to the increased building of apartment accommodation in the Kogarah area.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.5	97.2	95.9	94.5
1	97	95.7	95	96.1
2	95.4	97	94.1	94
3	96.1	95.1	96.6	95.3
4	96.1	96.1	95.6	96.3
5	96	96	93.7	95.9
6	95	94.6	93.3	93.4
All Years	95.8	96.1	95	95
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 attendance pattern from 2015 to 2016 has remained similar. Many families take extended overseas holidays during the school year which accounts for the majority of absences.

Patterns of non attendance are addressed by contacting parents in a timely manner to develop acceptable attendance at school. Where necessary, the support of the Home School Liaison Program is sought to develop improved attendance in consultation with the

student and parent or carer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.57
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	3
School Administration & Support Staff	2.82
Other Positions	0.12

*Full Time Equivalent

There is one Aboriginal staff member employed at the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	11

Professional learning and teacher accreditation

Every staff member, including School and Support Staff, participated in compliance training throughout the year, including Child Protection Update for 2016, CPR and Anaphylaxis and Code of Conduct.

Two teachers attended the Quality Literacy Teaching K–2 course and shared the knowledge and skills learned in this course with all Stage 1 teachers.

Three Kindergarten teachers were trained in the implementation of the Literacy and Language Learning (L3) program. This intensive two year long training has resulted in quality, effective literacy teaching in Kindergarten. One teacher completed OPL training.

Two teachers attended a Critical and Creative Thinking

course and will share their learning with staff in 2017.

The technology team attended a termly Computer Coordinator Day which provided valuable current knowledge regarding technology in schools.

Two teachers attended training in PLAN data course.

The Community Language teachers attended conferences to update their knowledge about implementation of their Community Languages.

The leadership team of the school attended an information session on Visible Learning as a precursor for implementation in 2017.

Two teachers gained accreditation at the end of the year following lesson observations and collection of evidence against the Australian Teaching Standards.

The introduction of the new Learning Management and Business Reform required School Administrative Support Staff to undertake 15 days of training before implementation in October. The Principal and two executives were also trained in the implementation of the reforms.

Weekly Professional Learning sessions provided valuable sharing of staff expertise in a range of aspects of the School Plan including formative assessment, student learning goals, assessment for, of and as learning. A guest presenter delivered a timely session on Growth Mindsets.

Staff Development Days at the beginning of Terms 1, 2 and 3 focused on teacher learning around; the Kidsmatter training modules.; technology applications; using data for school planning; Live Life Well – Fundamental Movement Skills., School Planning and evaluation.

Teachers observed lessons of colleagues as part of their Professional Development Plan and QTSS funds were used to support this process.

Income	\$
Balance brought forward	162 779.21
Global funds	241 490.57
Tied funds	154 053.37
School & community sources	106 108.40
Interest	2 761.87
Trust receipts	1 448.30
Canteen	0.00
Total income	668 641.72
Expenditure	
Teaching & learning	
Key learning areas	66 941.48
Excursions	4 342.21
Extracurricular dissections	41 965.50
Library	13 846.62
Training & development	2 576.46
Tied funds	105 816.81
Short term relief	70 053.65
Administration & office	60 554.27
School-operated canteen	0.00
Utilities	27 380.70
Maintenance	23 778.98
Trust accounts	1 448.30
Capital programs	57 747.00
Total expenditure	476 451.98
Balance carried forward	192 189.74

The information provided in the financial summary includes reporting from 17 October to 31 December 2016.

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.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	210 377.76
(2a) Appropriation	192 389.74
(2b) Sale of Goods and Services	3 012.27
(2c) Grants and Contributions	14 863.45
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	112.30
Expenses	-101 155.48
Recurrent Expenses	-101 155.48
(3a) Employee Related	-64 558.78
(3b) Operating Expenses	-36 596.70
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	109 222.28
Balance Carried Forward	109 222.28

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.

The school budget and spending has been determined through a Finance Committee consisting of The Principal, School Administrative Manager and an Assistant Principal. Discussion about major purchases are presented at P&C meetings.

\$74,000 was expended on financing new technology to provide more access to technology in learning.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 519 177.20
Base Per Capita	18 839.52
Base Location	0.00
Other Base	2 500 337.68
Equity Total	430 254.55
Equity Aboriginal	1 415.90
Equity Socio economic	11 534.47
Equity Language	322 484.56
Equity Disability	94 819.62
Targeted Total	13 740.62
Other Total	181 496.33
Grand Total	3 144 668.70

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.

Premier's Priorities

Increase the percentage of students achieving in the top two bands in reading and numeracy:

Year 3

In 2016, in NAPLAN Reading, Year 3 students achieved 62% in the top two bands compared to 69% in 2015. This was below target.

In 2016, in NAPLAN Numeracy, Year 3 students achieved 54% in the top two bands compared to 52% in 2015.

Year 5

In 2016, in NAPLAN Reading, Year 5 students achieved 42% in the top two bands compared to 33% in 2015.

In 2016, in NAPLAN Numeracy, Year 5 students achieved 44% in the top two bands compared to 38% in 2015.

Year 3

Achievement in the top 2 bands in each aspect of literacy.

Reading – school 62% – state 52%

Writing – school 64% – state 54%

Spelling – school 80% – state 55%

Grammar & Punctuation – school 67% – state 53%

Strengths Able to locate facts in an information text; identify information to make inferences; identify the main purpose of an information text and identify the key ideas in a narrative text. Spelling results were exceptionally good with no areas for development.

Areas for development Inferring meaning of a word in a text; identify the use of apostrophe in a contraction. Teachers have analysed individual student results to identify and work on their weaknesses.

Year 5

Achievement in the top 2 bands in each aspect of literacy.

Reading – school 42% – state 39%

Writing – school 15% – state 19% – lower by 4 %

Spelling – school 54% – state 33%

Grammar & Punctuation – school 52% – state 41%

Strengths Identifies the main purpose of information texts and of statements.

Spelling results were very good with no areas for development.

Areas for Development Inferring the meaning of a statement; interpreting a character trait in a narrative and interpreting a literary description; identifying speech in a complex sentence and subject verb agreement.

Growth from Year 3 to Year 5

Reading – 69% greater than or equal to expected growth

Spelling – 54% greater than or equal to expected growth

Grammar and Punctuation – 56% greater than or equal to expected growth

There are no growth figures available for Writing.

In numeracy, the growth from Year 3 to Year 5 was very good with 82% of students achieving greater than or equal to expected growth.

Year 3

Achievement in the top 2 bands in numeracy 54% compared to state of 39%.

Strengths Solving problems using division facts; interpreting a picture graph; positional language and measurement of mass and length.

Areas for development Use of chance words to describe an event; representing division using grouping and comparing volume and capacity using informal units.

Year 5

Achievement in the top 2 bands in numeracy 44% compared to state of 31%.

Strengths Performance in numeracy was particularly good with a large number of areas where the students correct responses were 10% or above the state population, e.g. problem solving using all operations; fractions and decimals and patterns and algebra.

Areas for development There were no areas where the school was 10% or more below the state in correctly responding to questions. Teachers have analysed individual student results to identify and work on their particular weaknesses.

Growth from Year 3 to Year 5

Numeracy– 85% greater than or equal to expected growth

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

Parent/caregiver, student, teacher satisfaction

From the results of the Tell Them From Me *Partners in Learning* survey (84 respondents parents/caregivers) believe that:

- teachers encourage their child to do well and encourage them to do their best work;
- their child feels safe at school and when going to and from school;
- school staff take an active role in making sure all students are included in school activities;
- they feel welcome at the school; and
- behaviour issues are dealt with in a timely manner and the school helps prevent bullying.

From a school based survey of 167 students and the

Tell Them From Me student survey of 124 students from Years 4, 5 and 6, students believe that:

- they are welcome and belong at the school;
- that their teacher takes a personal interest in each student and that they can do well at school;
- they enjoy the work they do at school.;
- teachers are responsive to their needs, and encourage independence with a fair approach; and
- teachers emphasise academic skills and hold high expectations for all students to succeed.

From a school based survey and the Tell Them From Me *Focus on Learning* survey teachers:

- feel that students respect them and other students;
- enjoy working at the school;
- believe that the school provides a friendly, cooperative work environment in which teachers work collaboratively and support each other;
- strive to provide appropriate learning opportunities that cater for all levels of ability in their classes; and
- they work with parents to help solve problems interfering with their child's progress

Policy requirements

Aboriginal education

The school provides a broad range of teaching and learning activities to ensure all students understand Aboriginal culture and heritage. The inclusion of Aboriginal stories and literature across the curriculum assists our students to appreciate the depth of Aboriginal culture. Units of work in History and Geography include aspects of Aboriginal studies as set down in the syllabus documents.

As a cultural experience linked to the History syllabus, Stage 1 students participated in an appreciation day of indigenous culture by taking part in some activities consisting of: indigenous stories, singing, playing of musical instruments, traditional games and artworks. These were presented by

During NAIDOC week the school provided all students with the opportunity to participate in a performance from Aboriginal Wadjiny who engaged students in dance, art, music, stories, and cultural information. The students were very engaged and learned first hand through interaction and questioning about Aboriginal culture.

Aboriginal students had Personalised Learning Plans that were developed in collaboration with the parents, the student and the classroom teacher. One student participated in the Yarn Up Aboriginal Public Speaking program and derived a great deal of confidence and pride in his culture and had success at speaking to an audience.

Multicultural and anti-racism education

The school supports its 91% of students from multicultural backgrounds by providing a targeted but flexible English as an Additional Language or Dialect (EAL/D) program to cater for the different degrees of English language acquisition. Three specialist teachers work with groups of students to develop their English language throughout the week. Students at the beginning of English acquisition have daily withdrawal lessons to build basic English vocabulary. The EAL/D program works closely with class programs to provide a cohesive and relevant program. The focus of the programs is in the English and Mathematics Key Learning Areas (KLAs)

Units of work across KLAs include specific study of different cultures and students are able to see similarities and differences between their culture with that of Australian culture.

The school celebrated Harmony Day with a number of classroom activities to encourage exclusivity and cultural understanding. Students were encouraged to wear traditional cultural clothing or orange clothing. Flags from all 42 nations represented within the school were displayed throughout the day, providing an understanding to the school community of just how many nationalities are an integral part of the school.

A Multicultural Lunch was hosted by the Parents and Citizens Association. The lunch had huge community support and students enjoyed a range of foods from many of the forty two cultures within the school. Students proudly wore traditional clothing from their countries.

The school has an Anti Racism Contact Officer who deals with any reported racist behaviour. This involves investigating incidents followed by Restorative Practice actions or disciplinary action. The school has a culture of no tolerance towards racism. There have been very few racist incidents reported during the year.

Other school programs

Sport

Primary Schools Sport Association (PSSA) – The school entered teams in girls' netball and boys' soccer in the winter and cricket in the summer. The soccer teams were much more competitive than in previous years. The Senior Netball Team were the minor premiers and then won the competition. In cricket both junior and senior teams were very competitive and reached the semi finals, where they unfortunately lost.

Students who were capable swimmers took part in a school swimming carnival. Some of these students represented our school at the Zone Swimming Carnival with mixed results. The rest of the school was involved in fun water play activities at school. This was to encourage safe water play and to develop an awareness of the need to learn to swim. It was also a great fun activity on a hot day.

All students participated in the school annual Athletics

Carnivals at Hurstville Oval. Winners of age races proceeded to the Zone Athletics Carnival where they represented the school. One student progressed to regional level in the Cross Country event and two students reached Regional Athletics in the 100 metres age race and discus.

The students from 8 –12 years old competed in the school Cross Country Carnival. Winners of each age race progressed to Zone level.

Mini Olympics – in the year of the Olympics, the school hosted its own mini Olympics. All students from K–6 participated in a variety of modified sporting activities such as: rowing, archery, basketball, relay, gymnastics, swimming, volleyball, diving, white water rafting, shot put, tennis, discus, hurdles and soccer. Year 5 and 6 helpers were given leadership opportunities. They were in charge of running and organising the events as well as scoring the games.

Intensive Swimming Program – in Term 4, 100 students participated in a two week intensive learn to swim program at Hurstville Aquatic Centre. This is an annual program that provides valuable opportunity for students from Years 2–6 to develop competency in basic swimming skills and to extend the skills of more able swimmers.

Dance Fever Dance – Students from K–6 participated in a stage appropriate dance program in Term 1 as part of the PDHPE syllabus. The program focused mainly on Latin American dances and teachers were provided with information on all lessons including outcomes and assessment of students' skills. The program was widely supported by the community. Parents were invited to attend the final session to view the skills achieved by students over the term. Students really enjoyed the program and demonstrated many of their new dance moves at the end of year Disco.

Cardio Pulmonary Resuscitation (CPR) Stage 3 students participated in learning CPR by a qualified trainer. The training covered the basics of First Aid and practical CPR training using resuscitation manikins. A parent session was offered and 13 parents participated in the training. Parents were very appreciative of the opportunity to improve their skills in this life saving skill.

Cyber Safety – Stage 2 and 3 students participated in a cyber safety talk presented by the local Police Liaison Officer. The school focus on developing responsible, digital citizens as part of becoming 21st Century learners was enhanced through the talk. Students were encouraged to ask questions and learn first hand of the skills necessary to keep safe when online.

Performing Arts The Junior and Senior Dance Groups represented the school admirably at the St George Performing Arts Festival (SPAF) at the Hurstville Entertainment Centre. They also performed at Rockdale Plaza during Education Week. A group of Chinese students worked very hard to produce a wonderful Chinese traditional dance which they performed at Rockdale Plaza and again at the

Performing Arts Showcase.

Our two choirs were members of the two mass choirs that performed at the St George Performing Arts Festival. They performed enthusiastically and showed strong commitment to rehearsals.

Showcase 2016 occurred in September. The quality of performances, participation by all students and financial outcome ensured another successful performing arts concert. Students performed with their classes in many aspects of the arts, including drama, dance, singing and playing the recorder. It was also successful from a community point of view, as tickets sold out and there were many positive comments from an appreciative audience.

Public Speaking Public Speaking is a core component of the speaking and listening mode of the English syllabus. All students participated in the school based public speaking competition in Term 3 where each student presented a prepared speech on a topic of their own choice to their peers. The speeches were judged by their class teachers and the winners from each class presented their speeches at a stage final presentation. The winner from each stage final then represented the school at the Zone final. Two senior students also represented the school at the Multicultural Perspectives Public Speaking competition. The competition focused on topics that relate to a multicultural theme.

Debating – the Stage 3 Debating Team competed in the Premier's Debating Challenge again this year. The participated in a workshop day where they learned valuable debating skills before beginning the competition. They competed in five debates against other schools and were successful in reaching the final. They were unfortunately not successful at winning the competition. This is the second year of the school's involvement in debating and each year the standard gets better.

Number Crunchers – Three Year 6 students participated in Number crunchers which is an inter-school Mathematics competition for gifted and talented students. The competition challenges mental computation skills. One student represented the school at the grand final.

Sustainable Gardening The school was successful in gaining a grant of \$1,836 from the local council to further develop the school's sustainable, vegetable gardening program. The gardens are a valuable part of the science curriculum where students contribute their time, guided by a teacher and School Learning Learning Officer, to plant and tend the edible crops in the garden until harvest. Classes also planted and tended gardens as part of their units of work in Science. The whole school shared in the eating of the produce from the gardens. The grant has enabled the school to build additional gardens and supply plants for the students to plant. A number of parents volunteered to assist in the making of the additional garden beds.