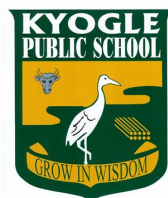


Kyogle Public School

Annual Report



2016



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Introduction

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

Andrew Green

Principal

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School background

School vision statement

Kyogle Public School will strive to deliver an excellent education in a warm and nurturing environment and is committed to helping all students reach their full potential.

There is a whole school focus on improving the curriculum and increasing the students engagement in learning. Our goal is to improve the level of Literacy and Numeracy outcomes of all students. Kyogle Public School has set high expectations for achievement formed around the syllabus framework and the capabilities of the individual child.

School context

The students are drawn from diverse backgrounds with a wide range of abilities and achievements represented in each year group from Kindergarten to Year six. Kyogle Public School has 17% of students identify as Aboriginal or Torres Strait Islander. The school is organised into six teams consisting of three Stage teams, Learning and Support team, Aboriginal Education team and a Positive Behaviour and Learning (PBL) team. Each Stage team is led by an Assistant Principal. Kyogle Public also has curriculum teams led by teachers. Kyogle Public School has embraced the Stronger Smarter Institute's way of thinking and philosophy in developing relationships and connections within the school and community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2016, staff at Kyogle Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time has been allocated at staff meetings to examine the School Excellence Framework. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provided an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, differentiated learning and future focused learners. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has remained a feature. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the way that students relate to each other and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress throughout the year including implementation of the National Disability Standards. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them via the use of IEPs. We have also successfully used PLPs to provide for the strong participation and contribution of our Aboriginal student population.

Our major focus in the domain of Teaching has been on collaborative reflective practice for all staff. We have maintained a commitment to staff working and growing as a team in relation to planning and delivering instruction in each of our stages. The use of technology for learning, the importance of data analysis to inform decision-making, the enhancing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is guiding future focussed student learning. Importantly, all staff are developing evidence based practice through their reflections and evaluations of their collective work.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school – for those who are in formal leadership positions

and those who are not . This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, embedding the 5 P planning process within school organisation and building the capabilities of staff to create a dynamic school learning culture.

Our self–assessment process will further assist the school to refine the strategic directions and priorities within our School plan leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality Teaching and Learning in Literacy

Purpose

To support all students to become competent readers and writers through the effective implementation of quality school literacy programs, strengthening staff capacity and engaging students in purposeful learning.

Overall summary of progress

Our school has great programs that are benefiting our students such as L3 and L3S1, FoR and online educational programs. Differentiation to match students needs is also a focus to both extend and support student learning. We still have many students that while not working at their expected year level, they have made personal gains. Continued Professional Learning to ensure the success of implementation of these programs and continued improvements in student outcomes is still needed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Using PLAN data as benchmark; Increase the percentage of students achieving cluster 8 or above in the aspect of writing in Year 2 from 0% to 20%	PLAN data shows Improved student results. Improvement measures of an increase percentage of students achieving cluster 8 or above in the aspect of writing has been achieved. Year 2 students have increase results in PLAN data from 0% achieving cluster 8 or above to 20%	RFF for Training Cost of workshops SLSO Additional classroom resources • Socio-economic background (\$132340) •
Plan data: 55% of Year 4 students achieving cluster 10 or above in comprehension	FoR workshops not completed this year will be completed in 2017. Year 4 students achieving cluster 10 or above improvement measure has not been achieved. Only 47% of our Year 4 students achieved cluster 10 or above in PLAN data.	No additional resources needed as workshops were completed during Stage time
100% of teachers programs will reflect the use of PLAN data to guide their programming.	100% of teachers entered PLAN data throughout the year. 100% of programs have evidence of learning plans. CTJ is not consistent across the school and some class report cards do not align with PLAN data entered. To ensure PLAN data is consistent across the school further PL will need to take place next year. More sharing of student work samples and discussion around clusters on the continuum.	No additional costs

Next Steps

The Strategic direction to support students to become competent readers and writers through effective implementation of quality school literacy programs, strengthening staff capacity and engaging students in purposeful learning still needs to remain a focus for our school.

We will continue with the L3 program next year. We have one new teacher in Stage 1 that will begin the training around L3S1. All other Stage 1 teachers will continue with the maintenance of professional learning to ensure the programs remain implemented successfully.

Our school intends on only continuing with reading eggs next year as a rotational activity to be used during guided reading. We found this program to be beneficial for teachers as students were able to work at their own pace and at their ability level.

Our school did not complete the FoR training as planned this year. We will complete the last of the modules early next year.

Our staff are becoming much better with entering PLAN data and using the continuum to guide their teaching. To ensure CTJ is across the school we will continue to provide professional learning in this area and discuss student work samples at regular meetings.

Continued Professional Learning to ensure the success of these programs will remain a priority for our school.

Strategic Direction 2

Quality Teaching and Learning in Numeracy

Purpose

To support students to become competent mathematicians through the delivery of highly engaging teaching and learning programs that specifically develop the numeracy skills of students. To strengthen staff capacity and engaging students in purposeful learning for success and progress.

Overall summary of progress

All Stage 1 teachers are now trained in TEN. Programs and lesson observations reflect the use of these strategies in classrooms. 100% of teachers programs now reflect the use of PLAN data to guide their programming. Unfortunately TOWN has yet to be implemented into Stage 2 and 3 as there are no longer any facilitators in the area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN Increase the expected growth of Year 5 students achieving greater than or equal to expected growth in numeracy from 40% to 45%	100% of Stage 1 classes implementing TEN strategies in maths lessons. No TOWN training for Stage 2 and 3 teachers. Improvement measure achieved– Year 5 students increase, greater than or equal to expected growth from 40% to 45%	TOWN Training of 1 school team leader \$5500 PL of TOWN 3 days training per term 2 hours on a Tuesday =nil cost TEN Training of new Stage 1 teachers 4 days × 2 teachers=\$4000 cost of PL \$2000 =\$6000 Maintenance of TEN 2 day per year × 5 teachers =\$5000 Resources: \$400 • Socio-economic background (\$11400.00)
100%of teachers programs will reflect the use of PLAN data to guide their programming.	100% of teachers entered PLAN data throughout the year. 100% of programs have evidence of learning plans. CTJ is not consistent across the school and some class report cards do not align with PLAN data entered. To ensure PLAN data is consistent across the school further PL will need to take place next year. Looking at SENA testing and the transferring of information gathered to PLAN data	No additional resources needed

Next Steps

The strategic direction to support students to become competent mathematicians through the delivery of highly engaging teaching and learning programs that specifically develop the numeracy skills of students will continue to be a focus for our school. To strengthen staff capacity and engaging students in purposeful learning for success and progress is important for the continued improvement of students learning.

To overcome the problem of training staff in Stage 2 and 3 in TOWN our school will work collaboratively with another school to send one staff member to Sydney at the cost to both schools. A trained facilitator will then deliver training to both schools.

TEN will continue to be implemented into Stage 1 classrooms.

We no longer have the funding to continue on with Mathletics, this is a program that we will not continue with in 2017. We will look at approaching P&C mid next year to see if its a possibility to fund in 2018.

Most classrooms have data walls displayed for literacy but maths data walls are still of a concern. This will need to be

addressed next year to ensure data walls for maths with a focus on number be increased across the school. More professional learning may be needed for consistent teacher judgement of gaining data such as the administration of SENA tests across the school.

Strategic Direction 3

Meaningful Learning Opportunities

Purpose

To work together as a learning community to engage students in meaningful learning opportunities that cater for the needs of all students and enables every student to build respectful healthy relationships with peers, staff and family.

Overall summary of progress

Our school takes pride in knowing that we are providing many meaningful learning opportunities to our students. We try to provide opportunities in the academic, sporting and creative areas. This continues to be a strength of our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A high percentage of students accessing extra-curricular activities and students highly engaged in their area of interest. From 40% in 2014 to 80% in 2015.	Although interests groups did not proceed this year other groups formed during lunch time which allowed students to explore different extra curricular activities such as chess club, a cultural group, debating team, dance, YEC. The target of increasing students participation in an interest group from 40% to 80% was not achieved.	Dance budget \$2000 YEC Budget \$500

Next Steps

We endeavour to continue to provide meaningful learning opportunities to our students. We plan to continue to develop our Positive Behaviour for Learning program, in partnership with the Community of Schools, our students, teachers and parents to strengthen our knowledge and understanding.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	147	158	166	157
Girls	157	156	156	158

Kyogle Public School has 301 students enrolled. Forty four of these students are Aboriginal.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	87.7	93.5	86.8	86.5
1	92.3	92.4	92.7	94.5
2	90.3	92.1	94.3	92.3
3	93.7	90.5	91.9	94.4
4	92.8	93.4	90.8	91.6
5	90	93.3	94.4	89.7
6	90.1	91.3	91.8	92.7
All Years	91.1	92.4	91.8	91.6
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

Kyogle Public School has an electronic attendance system with attendance and non-attendance monitored on the EBS4 system. Unexplained absences are flagged with letters sent to parents. After three days of students being away unjustified, teachers contact parents/carers. Principal reviews attendance report on a weekly basis and may request from the office specific students that are outstanding in their non attendance. Ongoing issues or concerns regarding attendance are referred to the Home Liaison Officer and the Learning Support Team.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	3.02
Other Positions	0.12

*Full Time Equivalent

The staff at Kyogle Public School are a strong and dedicated team. There are 2 permanent Aboriginal Teachers employed at our 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	83
Postgraduate degree	17

Professional learning and teacher accreditation

Professional learning during the course of the 2016 school year had a number of focuses. One of our 2016 focuses was writing. Teachers from Year 3 to 6 undertook professional learning in a writing program call "7 Steps to Writing Success". Our staff also continued with some of the Focus on Reading modules and Stage 1 teachers completed their L3S1 training.

Being a pilot school for the LMBR system, has needed ongoing training as not only the office procedures are vastly different it now monitors and manages our whole school behavioural records, student attendance and includes aspects of school

which every teacher must be familiar with and manage on a daily basis.

We have five teachers working toward accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2016 Actual (\$)
Opening Balance	287 764.84
Revenue	3 139 807.00
(2a) Appropriation	3 001 570.38
(2b) Sale of Goods and Services	6 140.55
(2c) Grants and Contributions	126 213.78
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	5 882.29
Expenses	-3 203 353.44
Recurrent Expenses	-3 203 353.44
(3a) Employee Related	-2 915 493.07
(3b) Operating Expenses	-287 860.37
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-63 546.44
Balance Carried Forward	224 218.40

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2016 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.

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	2 190 095.44
Base Per Capita	17 290.56
Base Location	22 622.23
Other Base	2 150 182.66
Equity Total	354 711.79
Equity Aboriginal	35 838.15
Equity Socio economic	123 905.45
Equity Language	0.00
Equity Disability	194 968.20
Targeted Total	271 465.97
Other Total	165 398.83
Grand Total	2 981 672.03

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–Reading

Thirty seven Year 5 students completed the reading assessment. 41% of students achieved at the proficiency level, 43% achieved the national minimum standard and 16% of students achieved below the minimum national standards.

Year 5–Reading

Thirty seven Year 5 students completed the reading assessment. 35% of students achieved at the proficiency level, 38% achieved the national minimum standard and 27% of students achieved below the minimum national standards.

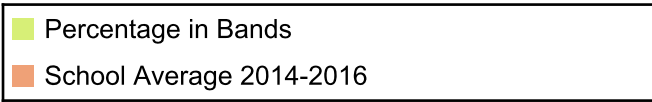
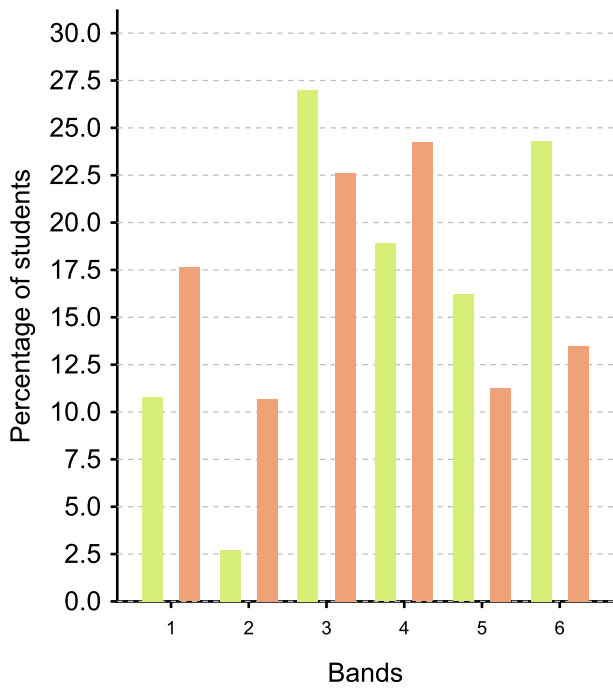
Year 5 Students

45.2% of our Year 5 students achieved greater than or equal to expected growth in reading.

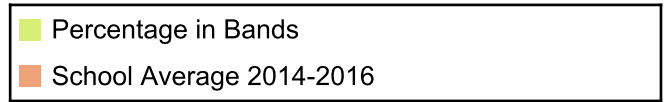
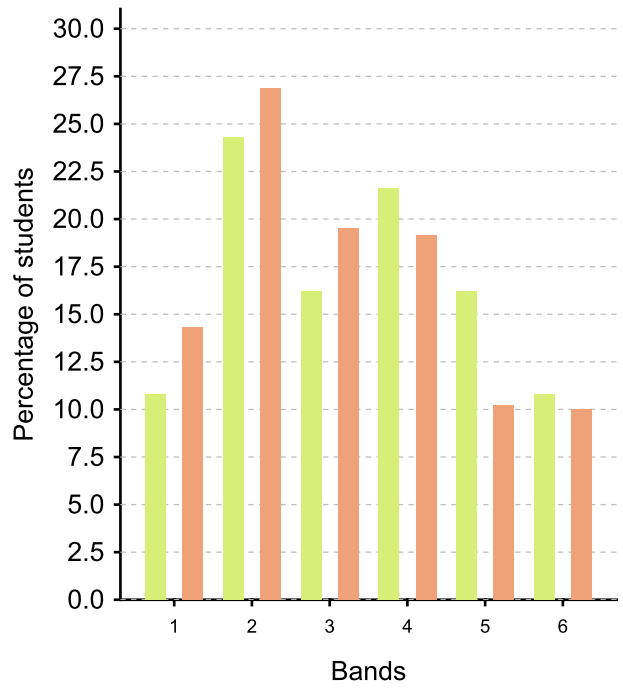
39.4% of our Year 5 students achieved greater than or equal to expected growth in Spelling.

48.5% of our Year 5 students achieved greater than or equal to expected growth in Grammar and punctuation.

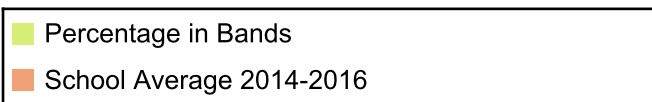
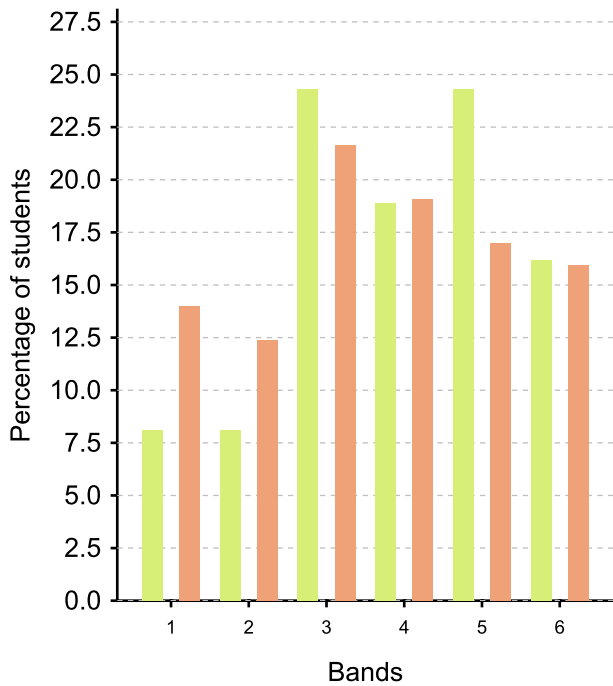
Percentage in bands:
Year 3 Grammar & Punctuation



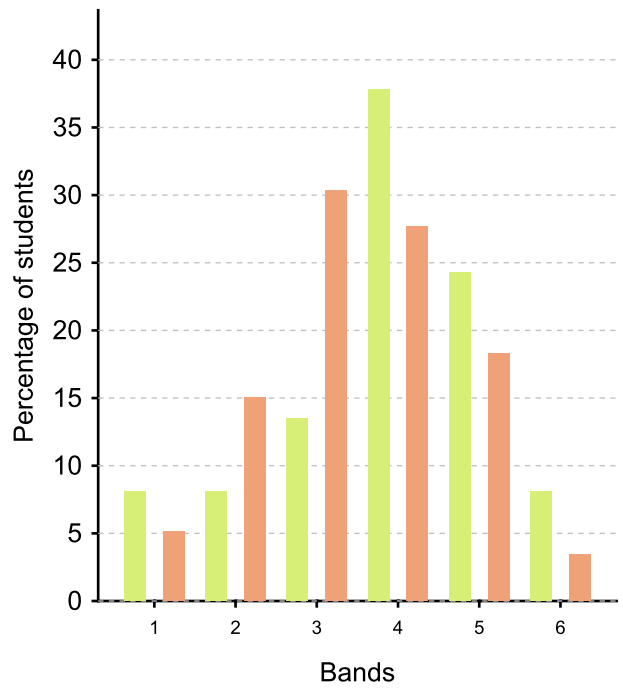
Percentage in bands:
Year 3 Spelling



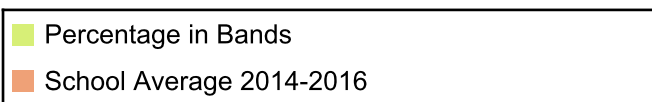
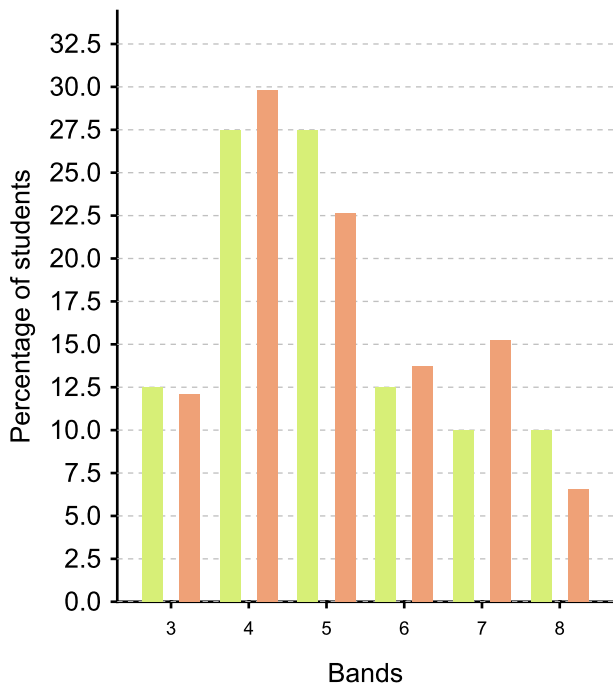
Percentage in bands:
Year 3 Reading



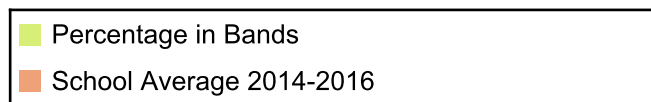
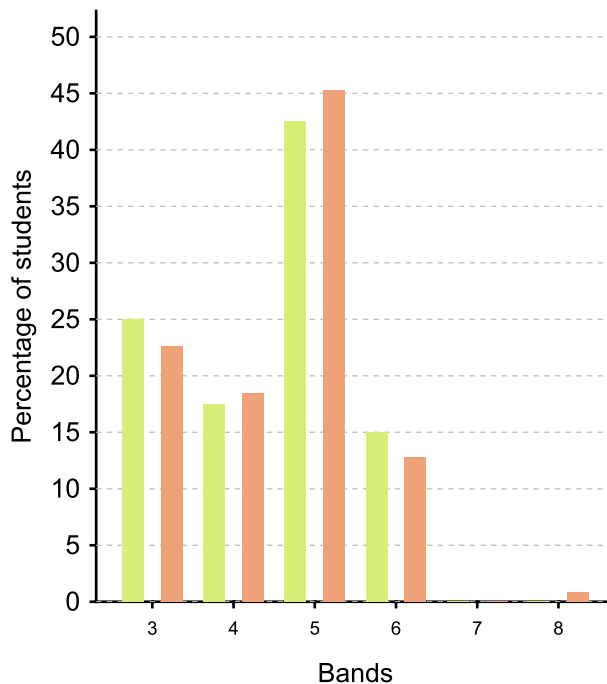
Percentage in bands:
Year 3 Writing



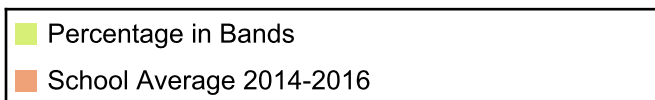
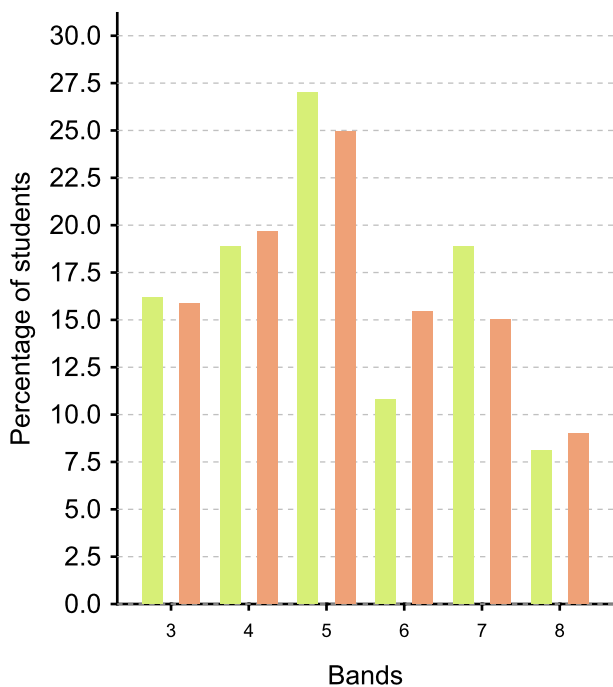
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Reading



Year 3–Numeracy

Thirty seven Year 3 students completed the numeracy assessment. 13.5% of students achieved at the proficiency level, 62.1% achieved the national minimum standard and 24.3% of students achieved below the minimum national standards.

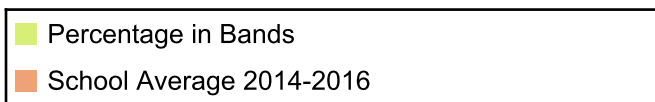
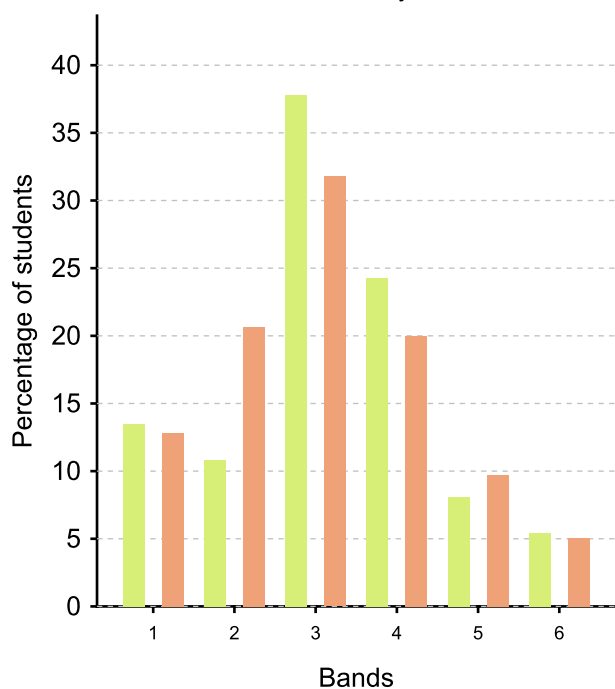
Year 5–Numeracy

Thirty seven Year 5 students completed the numeracy assessment. 26% of students achieved at the proficiency level, 38% achieved the national minimum standard and 35% of students achieved below the minimum national standards.

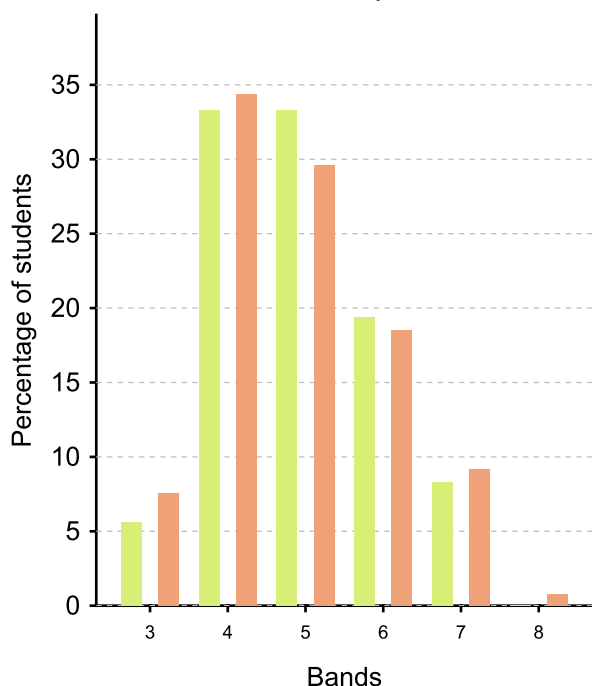
Year 5 Students

56.7% of our Year 5 students achieved greater than or equal to expected growth in numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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.>

100% of our Year 3 Aboriginal students achieved band 6 in reading and grammar and punctuation.

16.7% of our Year 5 Aboriginal students achieved greater than or equal to expected growth in reading.

66.7% of our Year 5 Aboriginal students achieved greater than or equal to expected growth in numeracy.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school.

A variety of strategies were used to achieve this. These included P&C feedback, surveys to parents and discussions during Yarning Circles. Parent opinions were sought about school events such as NAIDOC Day, Parent teacher meetings and sporting carnivals.

Parents were positive about the school and felt that the school worked hard to meet the educational and social needs of their children.

According to surveys some of our school strengths include good communication, great staff and great variety of extra curricula activities provided to students.

A survey was also collected from parent/caregivers after our PLP meetings to decide future planning. There was a 98% satisfaction of having individual meetings rather than whole stage/class meeting at the beginning of the year. 90% satisfaction rate of staff surveys towards keeping individual PLP meetings.

Overall we have received positive feedback from parents/caregivers, students and teachers in regards to the running of our school.

Policy requirements

Aboriginal education

Kyogle Public School is committed to improving the educational achievements of Aboriginal students. Our school seeks continued improvement in Aboriginal education. The Aboriginal Education team holds regular fortnightly meetings with teaching, non teaching and executive staff members participating. At Kyogle Public School;

- Every Aboriginal student has a working Personalised Learning Plan.
- Acknowledgement of Country' occurs at each assembly and at significant school events.
- Our curriculum contains Aboriginal perspectives and Aboriginal education is embedded in classroom practise.
- The progress of individual Aboriginal students is monitored and documented by class teachers and school's Learning Support Team through the implementation and continued evaluation of

Multicultural and anti-racism education

Kyogle Public School actively promotes an inclusive and racism-free learning and working environment. We do this by encouraging parents and community members to participate in school activities. Any racism situations that arise are dealt with quickly and in a sensitive manner, with strong support given to those involved. The importance of culturally significant events is recognized through whole school and classroom based activities.

NAIDOC Week activities are carefully and thoughtfully planned with consultation with the Aboriginal community and are celebrated by all.

Kyogle Public School celebrated Harmony day in March which is a celebration of cultural diversity with a variety of activities involving different foods and customs from around the world.