

# Mount Kanwary Public School Annual Report



2016



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## Introduction

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

Kylie South and Karen Oldfield

Relieving Principals (2016)

Katrina Cameron

Principal (2017)

### School contact details

Mount Kanwary Public School

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## School background

### School vision statement

Mount Kanwary Public School is a small school that provides quality and innovative learning in a nurturing environment.

Every student has the opportunity to achieve their personal best through engaged, innovative and active learning that aims to focus on their individual needs and interests.

Our school motto "UNITY AND LOYALTY" is reflected in our shared vision with our community, families, carers and links with other local schools to help with the development of our students into productive, responsible and resilient citizens.

The Melbourne Declaration

'Promotion of equity and excellence our students become successful learners, confident and creative individuals and active/informed citizens'

(ref: Melbourne Declaration, 2008)

This reform reflects the focus group discussions of staff and community around the new planning process 2015–2017.

At Mount Kanwary Public School we believe that it is important to provide an education which is challenging and enjoyable, thus laying the foundations for lifelong learning.

### School context

Mount Kanwary Public School is located in picturesque countryside between Hinton and Raymond Terrace.

Our school has a long and proud history first opening its doors in 1927. Many past students still participate in school functions and activities.

Students come from a diverse geographical area.

The school has a current enrolment of 31 students. At this time approximately 10% of students identify as Aboriginal.

Mount Kanwary has a dedicated and experienced staff committed to delivering engaging and innovative lessons. Staff collaborates to regularly review and revise teaching and learning programs.

Staff includes a Teaching Principal, two classroom teachers and a music teacher.

The school regularly employs sporting specialists to provide development in several sporting disciplines and Fundamental Movement Skills.

The school has an active Parents and Citizens Association that is well supported by some ex-parents, grandparents and community members.

## 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 the domains of Learning, Teaching and Leading Mount Kanwary Public School is currently at 'Delivering' for the majority of areas and working towards 'Sustaining and Growing'.

## Strategic Direction 1

### Enhancing Quality Learning for Students

#### Purpose

To develop an approach in which all students' needs and goals are identified and appropriate and explicit learning sequences are provided to cater for their needs and achieving their goals which will help them to succeed at, and beyond school.

To provide personalised and innovative learning programs that support the engagement of students and facilitate improved student outcomes..

#### Overall summary of progress

In 2016 teachers at Mount Kanwarly Public School began the process of collecting K – 6 literacy and numeracy data, with this data beginning to be discussed and analysed at meetings. Meaningful professional dialogue surrounding the collection, analysis and consistency of the data gave teachers the opportunity to reflect on teaching and learning practices that impact on student learning outcomes. During 2016 we have also continued to create opportunities for all of our students to actively engage and participate in a wide variety of internal and external extra-curricular activities which promotes learning, engagement and wellbeing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student growth in number, reading and writing in NAPLAN is equal to or better than like schools or state average. (currently 96.4% 111.2% and 24.6% respectively)	Due to small numbers and confidentiality exact numbers cannot be published. Student results reflected that they are close to or exceeding similar school scores in numeracy and close to similar school scores in reading and writing.	Human resources used, no dollar amount allocated, time allocations instead.
Regular tracking of all students on PLAN continuums.	Staff have built skills and knowledge in the use of the literacy and numeracy continuums for the purpose tracking student progress.	Human resources used, no dollar amount allocated, time allocations instead.
Most students K–6 are in their expected zone of performance using NAPLAN and PLAN continuum.	Results this year reflect that the “Rip it up” reading program has successfully supported the students in progression on the continuum. Most students are progressing as expected. Staff are developing strategies for assessing and plotting multistage groups.	Human resources used, no dollar amount allocated, time allocations instead.
Teachers complete, reflect on and evaluate PLPs for all identified students.	Students in both classes have been evaluated for areas of need and support, this has resulted in counsellor referral, adjusted learning and a LaST teacher and an SLSO assigned for the infants and primary classrooms.	\$500– GATS school visit and professional learning.

#### Next Steps

- Engage staff in quality professional learning of innovative pedagogies.
- Implement a whole-school tracking system for student learning outcomes in literacy and numeracy.
- Continue to implement processes and practices to monitor student progress through the utilisation of a range of assessment practices.

## Strategic Direction 2

### Developing Quality Teaching Practices

#### Purpose

To ensure learning for students across our school is based on quality educational delivery and consistent, high standard and shared professional practices.

To provide support for all staff through targeted, quality professional learning, curriculum resources, ICT infrastructure and collegial collaboration to enhance the capacity of teachers to provide curriculum that is sufficiently flexible to meet the diverse needs of our students as 21st century learners.

#### Overall summary of progress

This year students have received a good grounding in what constitutes 21st century learning and the skills involved in order to achieve our purpose to develop deep thinking, innovative, resourceful and creative life-long learners. It has been a learning journey for both staff and students. The understanding of 21st century learning as not being solely the use of technology, but technology being a tool which supports 21st century learning has been important. The school has made good progress towards achieving its goals.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers track students through assessment benchmarks to inform and guide the teaching and learning cycle.	Staff began the process of tracking students K– 6 using PLAN continuums.	Human resources used, no dollar amount allocated, time allocations instead.
All staff engaged with Professional Standards via a Professional Development Plan (PDP).	All teaching staff actively engaged with the Professional Standards through the process of developing and completing a PDP.	Human resources used, no dollar amount allocated, time allocations instead.

#### Next Steps

- K–2 staff to undertake professional learning in innovative pedagogies.
- Continue to engage staff in professional learning on monitoring student progress through the utilisation of a range of assessment practices.

## Strategic Direction 3

### Fostering Quality Relationships

#### Purpose

To facilitate a vibrant and dynamic school culture by building stronger relationships within our educational community by leading and inspiring a culture of collaboration engaged communication, empowered leadership and organisational practices.

#### Overall summary of progress

Effective evaluation of school wide systems and priority areas, in particular developing an Action Plan for Work Health & Safety (WH&S). Whole school introduction of the positive behaviour program TWEET resulting in less referral for unsociable behaviour and a more harmonious playground. Higher percentage of community members to P&C meetings and community functions with positive, collaborative and confident contributions to the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of parents involved in school activities events and P&C meetings (current approx. 60%)	High parent and community participation and involvement in school events and P&C meetings.	\$1842.32 funds used to set-up Skoolbag app and a family and community event 'Harmony Day' early 2017.
Reports from playground indicate 10% less students identifying as victims through focus on PBL.	The introduction of the TWEET program has begun to be an effective tool to encourage students to build positive relationships with their peers.	NIL
All staff will have at least 1 Professional Development opportunity in relation to Student Wellbeing.	All staff were updated on Child Protection, and one staff member undertook ARCO training.	\$500
100% of School leaders attend leadership courses and important community functions.	All student leaders attended The GRIP leadership conference, ANZAC services at school, Remembrance Day service and Leadership breakfast at Maitland City Council.	NIL

#### Next Steps

- Implement WH&S School Action Plan
- Seek broad community input into the development of the 2018–2020 School Plan
- Utilise the parent/guardian feedback in the TTFM (Tell Them From Me) survey

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Successful use of SLSO.	\$1199.34 • Aboriginal background loading (\$1 199.34)
<b>Low level adjustment for disability</b>	Successful in-classroom observations	• Low level adjustment for disability (\$1 387.00)
<b>Socio-economic background</b>	Successful in-classroom observations	\$2267 • Socio-economic background (\$2 267.00)

## Student information

\*Full Time Equivalent

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	19	15	16	16
Girls	18	14	10	15

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	98.2	95.7	97.4	94
1	96.9	94.6	93.9	94.5
2	97	94.3	95.6	95.7
3	93.9	92.3	92.2	94.8
4	95.9	96.2	97.1	95.3
5	95.5	99.2	93.9	93.3
6	95.2	94.3	92.5	96.4
All Years	96.2	94.6	95	94.8
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

### 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	

### Professional learning and teacher accreditation

All teachers at Mount Kanwary Public School are committed to their ongoing professional development. Our professional learning is aligned to our school targets and focuses on the development of Quality Learning, Teaching and Leadership and Engagement.

## Financial information (for schools using OASIS for the whole year)

### Financial information

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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.01

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>57 444.10</b>
Global funds	60 056.68
Tied funds	24 472.06
School & community sources	23 786.68
Interest	1 221.39
Trust receipts	758.60
Canteen	0.00
<b>Total income</b>	<b>167 739.51</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	3 142.37
Excursions	6 080.71
Extracurricular dissections	12 984.97
Library	2 294.68
Training & development	4 590.60
Tied funds	24 604.14
Short term relief	8 536.63
Administration & office	25 955.50
School-operated canteen	0.00
Utilities	9 947.26
Maintenance	2 689.74
Trust accounts	716.00
Capital programs	0.00
<b>Total expenditure</b>	<b>101 542.60</b>
<b>Balance carried forward</b>	<b>66 196.91</b>

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.

The My School website provides detailed

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

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016, the school sought the opinions of parents, students and teachers about the school. Parents were surveyed about school culture, school planning and community involvement.

Their responses are presented below:

- Many commented that they believed the small school environment was very beneficial for their child.
- Most parents believed that the school provided many opportunities for all students to be involved in many extra-curricular activities.

## Policy requirements

### Aboriginal education

Aboriginal Education is promoted and supported through its inclusion as a focus in Key Learning Areas (KLAs) when appropriate. All students were taught about indigenous culture as it is seen as an important and valued part of our heritage. Aboriginal culture is seen as an important and valued part of our heritage and our school's culture.

### Multicultural and anti-racism education

School staff facilitated the implementation of a Harmony day event and classroom lessons where we participated in activities involving the diversity of the Australian community. This day and the lessons leading up to the event were greatly enjoyed by all visitors, students and staff.