



Kent Road Public School

Annual Report



2016



4160

Introduction

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

Denise Minifie

Principal

School contact details

Kent Road Public School

Kent & Herring Rds

Eastwood, 2122

www.kentroad-p.schools.nsw.edu.au

kentroad-p.School@det.nsw.edu.au

9878 2884

Message from the Principal

This report outlines many of the outstanding and varied achievements and initiatives that have contributed to another wonderful year at Kent Road Public School where students, staff and parents work collaboratively and harmoniously to ensure the best possible outcomes for all students.

Students are encouraged to achieve excellence in all areas of their education and enjoy learning in a quality learning environment which fosters success in academic subjects, creative and performing arts and sport. The school enjoys a well-deserved reputation for supporting students to achieve their potential through its wide variety of opportunities which can be attributed to our dedicated and committed teaching staff and involved school community.

The annual report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading.

Key successes and initiatives for Kent Road Public School in 2016 include:

- the implementation of strategies in every classroom to develop creative and critical thinking skills;
- utilising inquiry based learning to engage students and enhance learning;
- differentiated literacy learning to support all students;
- mentoring early career teachers towards achieving accreditation;
- fostering opportunities for parents to engage with the school;

which resulted in successes including:

- the Year Six debating team winning the Ryde–North Shore Schools Debating competition;
- the Senior Dance Group being placed second in the Battle of the Primary Schools competition; and
- Kent Road Public School winning the City of Ryde School Garden competition.

I am proud of the achievements of each student, and I am extremely grateful for the extraordinary effort of every teacher and staff member as well as the support of the school's parent body and the local community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Denise Minifie

Principal

School background

School vision statement

Kent Road Public School is committed to providing each student opportunities to excel through engaged learning in a respectful and supportive school environment.

The school provides diverse educational experiences to engage and challenge all students to become successful, confident, informed and resilient citizens.

Teachers and parents work in partnership with the community, both locally and further afield, to build the capacity of each student through the development of 21st century competencies.

School context

Kent Road Public School, opened in 1960, is situated in a rapidly expanding, supportive community.

In 2016 the school commenced with an enrolment of 605 students in 25 classes from Kindergarten to Year Six.

The students come from diverse cultural backgrounds with 70% of students having a language background other than English. The largest cultural group is Chinese followed by South Korean.

Kent Road Public School has consistently attained strong academic achievements as demonstrated in NAPLAN results and school based assessment.

The school has a culture of continuous improvement with specific emphasis placed on literacy and numeracy, and quality teaching.

The school is committed to providing rich programs to develop students' skills in problem solving, communication and collaboration.

Kent Road Public School is a PBL (Positive Behaviour for Learning) school. Our students are widely recognised for demonstrating values of respect, responsibility and engaged learning. The school's merit system reflects these values and reinforces the effort and achievements of the students.

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.

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 the school executive undertook the self-assessment process and determined the progress the school has achieved across these domains. There are four levels of achievement which are: working towards delivering, delivering, sustaining and growing, and excelling.

LEARNING

Learning Culture

Statement of Excellence

In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning.

The school's on-balance judgement for this element is: Sustaining and Growing

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

Wellbeing

Statement of Excellence

In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

The school's on-balance judgement for this element is: Sustaining and Growing

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community.

Curriculum and Learning

Statement of Excellence

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.

The school's on-balance judgement for this element is: Sustaining and Growing

Curriculum provision is enhanced by learning alliances with other schools and organisations.

There are systematic policies, programs and processes to identify and address student learning needs.

Assessment and Reporting

Statement of Excellence

In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.

The school's on-balance judgement for this element is: Sustaining and Growing

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data.

Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

Students use assessment and reporting processes to reflect on their learning. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

Student Performance Measures

Statement of Excellence

In schools that excel, students consistently perform at high levels on external and internal school performance measures.

The school's on-balance judgement for this element is: Delivering

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children.

TEACHING

Effective Classroom Practice

Statement of Excellence

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.

The school's on-balance judgement for this element is: Sustaining and Growing

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

Data Skills and Use

Statement of Excellence

In schools that excel, student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions.

The school's on-balance judgement for this element is: Delivering

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

Collaborative Practice

Statement of Excellence

In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice.

The school's on-balance judgement for this element is: Excelling

Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

Learning and Development

Statement of Excellence

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

The school's on-balance judgement for this element is: Delivering

Teachers participate in professional learning targeted to school priorities and their professional needs.

The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.

The school has processes in place for teachers' performance and development.

Beginning and early-career teachers are provided with targeted support in areas of identified need.

Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

Professional Standards

Statement of Excellence

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards.

The school's on-balance judgement for this element is: Sustaining and Growing

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs.

LEADERSHIP

Leadership

Statement of Excellence

In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.

The school's on-balance judgement for this element is: Sustaining and Growing

The school solicits and addresses feedback on school performance.

Leadership development is central to school capacity building.

The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

School Planning, Implementation and Reporting

Statement of Excellence

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.

The school's on-balance judgement for this element is: Sustaining and Growing

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Monitoring, evaluation and review processes are embedded and undertaken routinely.

Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

School Resources

Statement of Excellence

In schools that excel, resources are strategically used to achieve improved student outcomes.

The school's on-balance judgement for this element is: Sustaining and Growing

Workforce planning supports curriculum provision and the recruitment of high quality staff.

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Management Practices and Processes

Statement of Excellence

In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

The school's on-balance judgement for this element is: Sustaining and Growing

There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

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

Dynamic 21st Century LEARNING

Purpose

To enhance student performance through the development and implementation of quality curriculum and innovative practices for 21st century learners.

To deliver learning that is personalised for each student, purposeful, engaging and differentiated, to match each student's stage of learning development.

Overall summary of progress

Significant progress was made on all 2016 milestones. All teachers undertook extensive professional learning in strategies to develop creative and critical thinking skills, and incorporated these strategies into new and existing units of work. Students responded positively to the strategies and the opportunity to reflect on their learning. Student reports were amended to include reflective practices. A teacher was employed to support the implementation of the technology program, working collaboratively with class teachers in a team teaching situation, effectively up-skilling the classroom teacher as well as ensuring every student developed ICT capabilities. Whole school assessment and tracking in English and Mathematics using Planning for Literacy and Numeracy (PLAN) is ongoing. The executive undertook professional learning to develop strategies to manage the PLAN implementation and incorporated these strategies into their stage-team management.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff differentiating teaching and learning programs.	All students participated in learning activities designed to foster creative and critical thinking (C&CT). Units of work were developed to foster C&CT skills. Student reflection indicates high level of understanding, knowledge and motivation when engaged in inquiry based learning. Technology teaching and learning was embedded in all classrooms; teachers demonstrated increased confidence in using a range of technologies.	\$25000
Student performance in NAPLAN in Literacy and Numeracy reflects growth of at least 75% between Years 3 & 5.	Differentiated learning experiences are planned and implemented in all classrooms, particularly in English and Mathematics. Effective tracking processes are in place enabling support to be provided to students with specific learning needs.	
At least 85% of students achieving school based literacy and numeracy targets K–2.	NAPLAN data indicates strong growth in Numeracy from Year 3 to Year 5. Continuing focus on developing inferential comprehension skills in Reading. All primary teachers trained in Seven Steps to Writing Success initiative.	\$1000

Next Steps

Continue to incorporate strategies to develop creative and critical thinking in all classrooms. Develop in each classroom a culture of feedback to enhance student learning.

Introduce the L2 program to Year Two students to support writing and comprehension skills.

Focus on the explicit teaching of spelling, punctuation and grammar, and number facts to improve accuracy and speed.

Strategic Direction 2

LEADING consistent, high quality educational and management practices

Purpose

To provide effective leadership, management and organisational practices to ensure learning for all students is based on quality educational delivery and consistent, high standard, shared professional understandings which foster a culture of high expectations and success for all.

Overall summary of progress

All teachers undertook professional learning to increase their understanding of the Performance and Development Framework. Teachers developed insightful professional goals and collected evidence to demonstrate progress towards achieving these goals. Teachers observed colleagues' teaching and provided feedback as well as completing a mid-year assessment and annual review. The executive team developed monitoring and feedback processes to ensure consistent processes. Collaborative planning across grade teams was facilitated by providing teachers planning time together to refine and develop units of work and assessment processes. Extensive professional learning was undertaken by the school's administrative staff as well as the executive team in preparation for the implementation of Learning and Management Business Reform (LMBR). In January the administration area was re-designed to allow for more efficient use of space and practices in line with the new procedures. Nine Early Career Teachers participated in a series of workshops and individual sessions with an external consultant to support their understanding and practices as beginning teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff demonstrate understanding and confidence in DoE and school targets, initiatives and expectations.	All staff undertook professional learning to support the successful implementation of the school plan and DoE initiatives. The transition to LMBR has resulted in significant changes in management and finance practices. Teachers embraced the PDP process and actively seek professional guidance to expand and develop their teaching practices.	\$12000
A planned program of professional learning, driven by school targets, enhances skills in classroom pedagogy and provides a range of differentiated learning experiences to meet students' needs.	Professional learning was provided in a range of areas, and often to teams of teachers, to support the implementation of the school plan. All teachers K–6 undertook professional learning in developing creative and critical thinking skills. All teachers of classes in Years 3–6 have been trained in the implementation of inquiry based learning. Beginning teachers participated in professional learning on Best Start, Language, Learning and Literacy (L3), PLAN and behaviour management. Teachers are encouraged to feedback on professional learning to their stage teams and colleagues.	\$45000

Next Steps

Professional learning opportunities will be provided for teachers to develop their knowledge and understanding of documenting impact of school initiatives to support the DoE's External Validation and Registration processes. Professional learning will be provided to SASS staff to enable them to undertake the PDP process. Leadership capabilities project will be implemented to encourage teachers aspiring to future leadership positions. Collaborative practices amongst grade teachers will continue to be encouraged and supported across all stage teams.

Strategic Direction 3

ENGAGING and Inclusive Culture

Purpose

To build strong links between the school and the community through a culture of collaboration and expanding school partnerships, promoting student engagement, resilience and academic performance, and enhancing the inclusive educational community.

Overall summary of progress

Students' global understanding and awareness was fostered through on-going relationships with our partner schools in China and South Korea. A team of five teachers from our partner school in Shanghai China spent a week visiting Kent Road Public School to exchange ideas on the effective integration of I-Pads and technology into teaching. Teachers continue to share professional understandings with their colleagues in China through email, and students exchange information between classes.

The employment of additional SLSOs to support the delivery of individualised learning programs enabled all student to experience success in learning.

Parents and carers participated in specific initiatives designed to increase their knowledge and understanding of life in Australia, parenting skills and school expectations through the Kindergarten Connections project, Triple P parenting program and Living in Australia course.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Targeted programs in literacy and numeracy support students' specific learning needs.	School Learning Support Officers (SLSOs) and volunteers were trained in the delivery of Multilit, Macqlit and Minilit to support students in literacy learning, and provide extension opportunities in Mathematics.	\$40000
Students participate in SRC with confidence and understanding.	The SRC initiated a playground program, You Can Sit With Me, to support positive playground behaviour and inclusivity across the school, with positive feedback from students and parents.	\$1500
Continued partner relationships with schools in China and South Korea enhance student understanding and exchange of best practice for teachers.	A Year Five class undertook regular video conferences with students from Yulgeum Elementary School in South Korea to exchange cultural information and develop understanding between the two countries. On-going communication between teachers in China and Kent Road continues to enhance the exchange of effective teaching practices.	

Next Steps

Foster positive and productive relationships between students through PBL and social skills development.

Continue and expand partner school relationships. Increase students understanding and awareness of rural and remote communities, and Indigenous Australians.

Engage school community through targeted programs.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Additional resources were purchased to support the implementation of the Aboriginal Education Policy.	\$1336
English language proficiency	The EAL/D program was delivered by two teachers (one full-time and one four days per week). Students identified as requiring additional language support received assistance to allow them to progress through the levels of English proficiency. A range of strategies have been incorporated to encourage the participation of parents and carers from culturally diverse backgrounds. As a result these strategies are strengthening parent and community engagement in school activities.	\$211,055
Low level adjustment for disability	Additional support provided by SLSOs to support identified students to develop literacy and numeracy skills. Engagement of a speech therapist to advise teachers has supported students with language needs. All teachers undertook professional learning in Sensory Processing Disorders. The school's learning and support team processes have been reviewed and enhanced, and communicated to all teachers allowing students learning needs to be identified and supported.	\$68873
Quality Teaching, Successful Students (QTSS)	Kent Road PS has created collaborative practices which allowed teachers to jointly plan and observe each other's lessons leading to the effective implementation of the PDP process, accreditation, and the Language, Learning and Literacy (L3) program. Effective coaching and mentoring practices provided constructive feedback to individual teachers on lesson delivery, programming and assessment. and incorporation of ICT across key learning areas in all classrooms. Collaborative planning and teaching enhanced the delivery of technology teaching in classrooms.	Allocation of 0.452 from 18th July 2016.
Socio-economic background	Enhanced student access to a wide range of educational experiences including excursions and sport. Extra assistance was also provided in the classroom through the employment of SLSOs leading to students achieving success in their learning.	\$9366



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	221	250	277	322
Girls	197	221	251	273

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.7	96.3	95.8	94.7
1	97	96.2	95.6	95.4
2	95.6	97.1	94.1	96.3
3	95.9	96.6	95.1	96.7
4	96.1	96.2	95	96
5	95.2	96.7	94.7	95.2
6	94.8	96.5	95.7	95
All Years	95.8	96.5	95.2	95.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance rates are higher for Kent Road Public School than those for the state.

Class sizes

Class	Total
KL	24
KJ	22
KB	22
KS	23
KM	23
1C	20
1V	20
1N	20
1L	20
1G	20
2W	24
2S	23
2N	22
2M	22
2C	24
3S	28
3M	30
3H	30
4D	24
4K	22
4H	25
5S	28
5L	30
6B	29
6R	28

Structure of classes

In 2016 the school formed 25 classes from Kindergarten to Year Six, consisting of:

Kindergarten: 5 classes

Year One: 5 classes

Year Two: 5 classes

Year Three: 3 classes

Year Four: 3 classes

Year Five: 2 classes

Year Six: 2 classes

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.23
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.4
Teacher Librarian	1.2
Teacher of ESL	1.8
School Administration & Support Staff	4.06
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation requires schools to report on Aboriginal composition of their workforce.

At Kent Road Public School in 2016 no member of staff identified as being Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

The school received \$25302 in Teacher Professional Learning (TPL) funds for 2016. TPL funds facilitated a major component of staff development.

All staff participated in a range of professional learning experiences including weekly grade, stage and whole school meetings.

The main focus areas for professional learning in 2016 included developing teachers' understanding of 21st century learning skills, particularly assisting students to develop critical and creative thinking, and the Learning and Business Management Reform (LMBR) program which impacts on all levels of school operations

including financial procedures, administration and student management..

Teacher professional learning opportunities included:

All teachers undertook professional learning in Creative and Critical Thinking Strategies, Sensory Processing Disorder, Child Protection and CPR/Emergency Care.

The Term Three Staff Development Day was presented to over 300 teachers from ten schools involved with the Lane Cove River Alliance. The focus of the professional learning was Gifted and Talented Education and teacher best practice.

All teachers in Years 3–6 undertook two days of professional development in Inquiry Based Learning leading to changes in the delivery of existing units of work and improved student outcomes; three teachers participated in the Sydney Theatre Company School Drama program in which teachers work with a drama coach over a term linking drama with quality literature; grade teams undertook professional learning in a range of areas including Best Start, L3 and PLAN for Early Stage One; behaviour management and Accreditation.

Nine Early Career Teachers participated in a school-based program which consisted of a series of workshops to assist their understanding and practices in goal setting, time management and maintaining a balanced approach to work.

Teacher Accreditation

Time and professional support was provided to early career teachers undertaking the accreditation process to achieve Proficient level. Three teachers completed the accreditation process in 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.

Income	\$
Balance brought forward	250 415.92
Global funds	332 334.76
Tied funds	254 146.55
School & community sources	347 227.99
Interest	4 216.75
Trust receipts	24 613.70
Canteen	0.00
Total income	1 212 955.67
Expenditure	
Teaching & learning	
Key learning areas	102 946.90
Excursions	76 494.34
Extracurricular dissections	112 264.29
Library	5 809.13
Training & development	7 901.43
Tied funds	124 716.46
Short term relief	58 641.46
Administration & office	89 461.66
School-operated canteen	0.00
Utilities	51 687.37
Maintenance	105 307.90
Trust accounts	45 062.86
Capital programs	33 230.01
Total expenditure	813 523.81
Balance carried forward	399 431.86

	2016 Actual (\$)
Opening Balance	0.00
Revenue	613 858.93
(2a) Appropriation	431 338.64
(2b) Sale of Goods and Services	8 332.77
(2c) Grants and Contributions	173 603.66
(2e) Gain and Loss	0.00
(2f) Other Revenue	-169.50
(2d) Investment Income	753.36
Expenses	-361 206.55
Recurrent Expenses	-361 206.55
(3a) Employee Related	-91 287.78
(3b) Operating Expenses	-269 918.77
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	252 652.38
Balance Carried Forward	252 652.38

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 information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

Financial summary equity funding

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

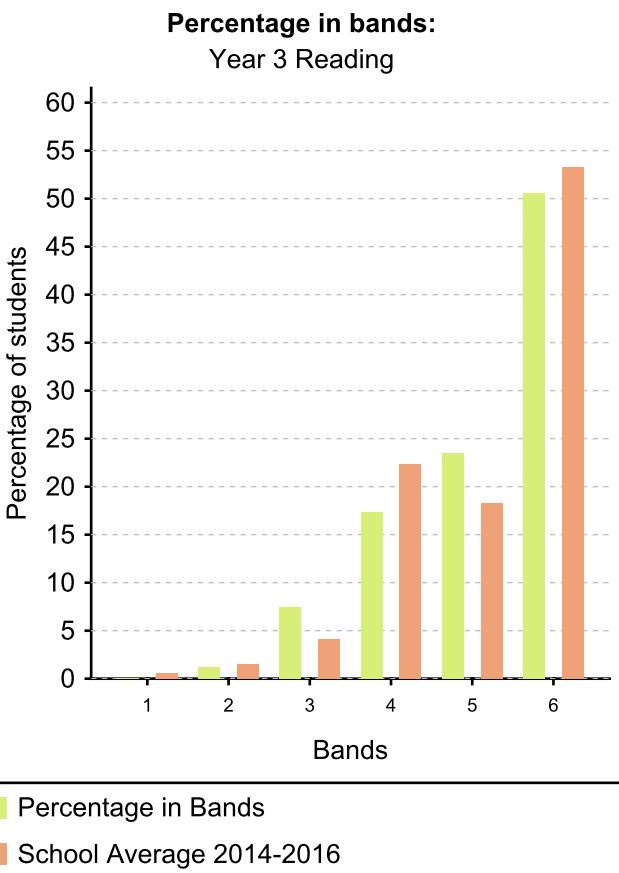
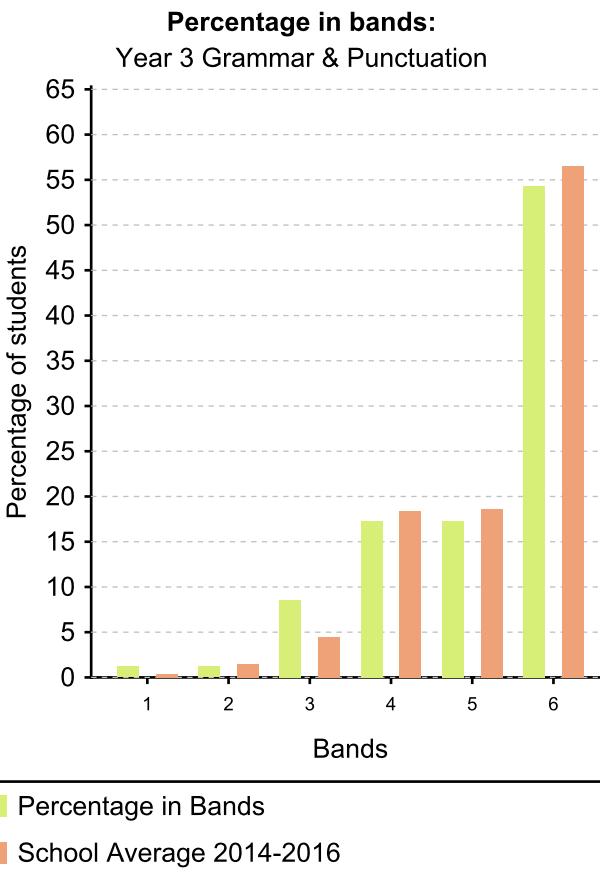
	2016 Actual (\$)
Base Total	3 956 961.18
Base Per Capita	28 956.26
Base Location	0.00
Other Base	3 928 004.92
Equity Total	282 590.68
Equity Aboriginal	1 336.19
Equity Socio economic	9 365.60
Equity Language	211 054.54
Equity Disability	60 834.35
Targeted Total	20 322.59
Other Total	175 598.90
Grand Total	4 435 473.35

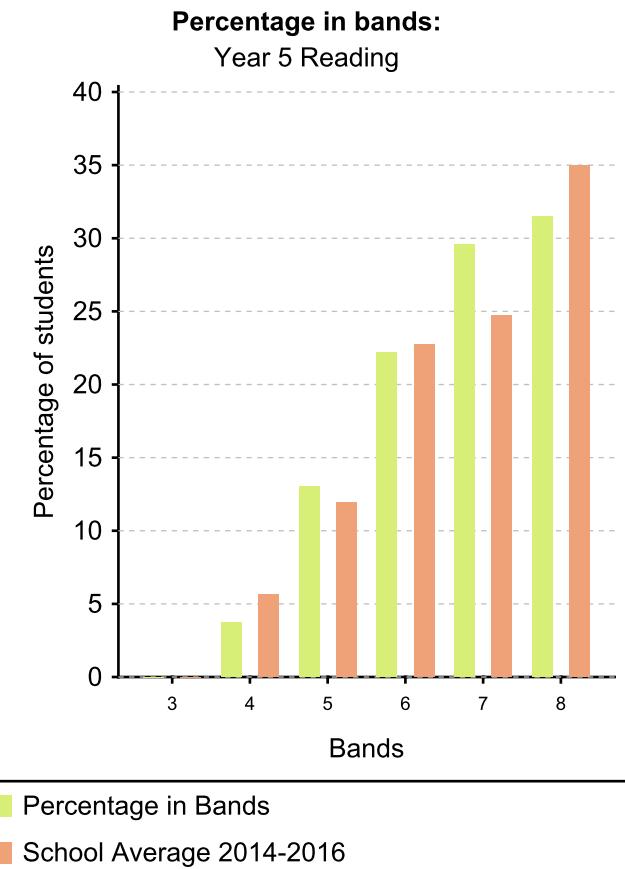
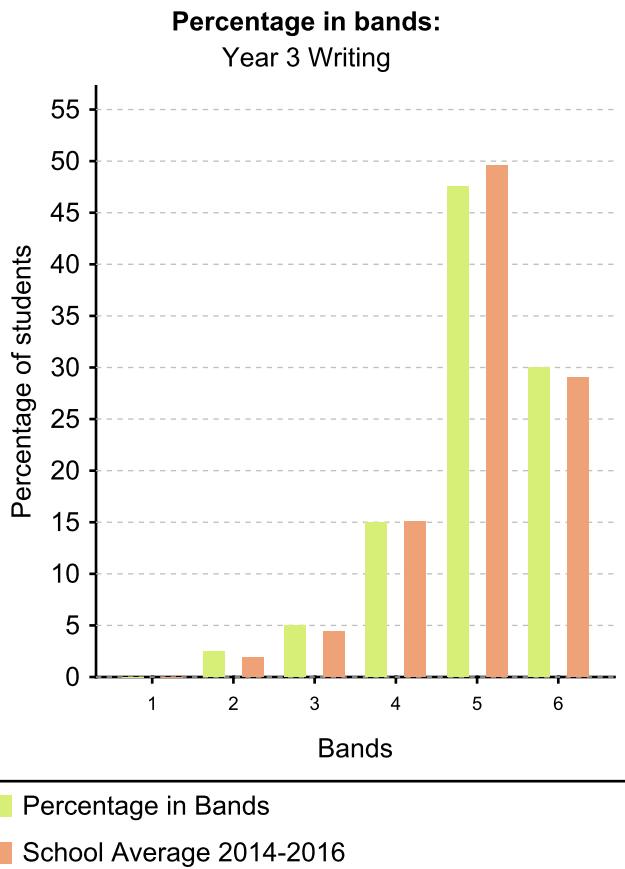
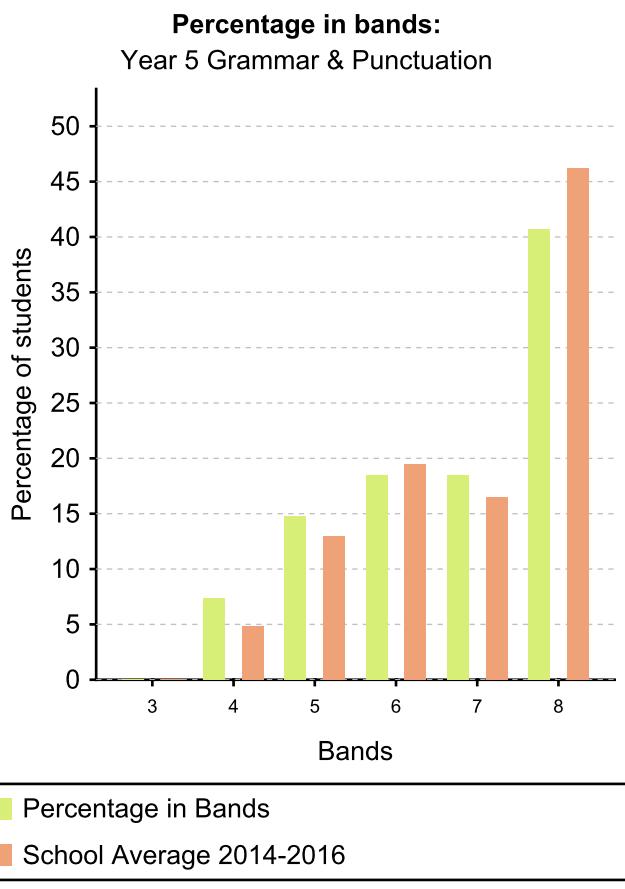
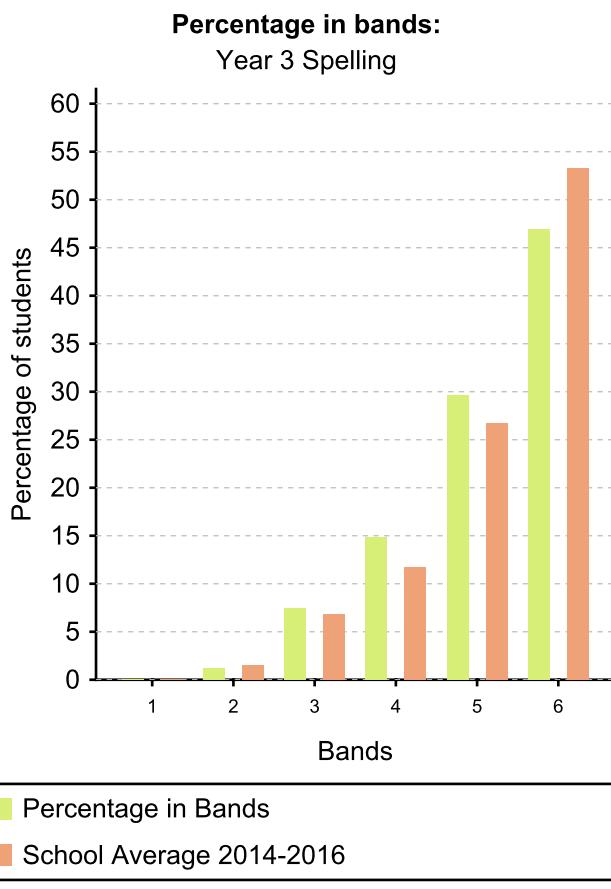
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

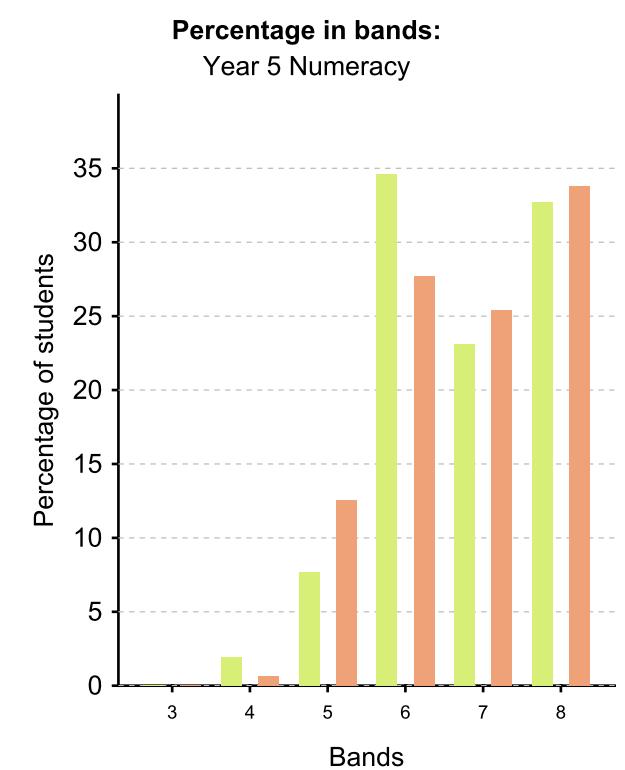
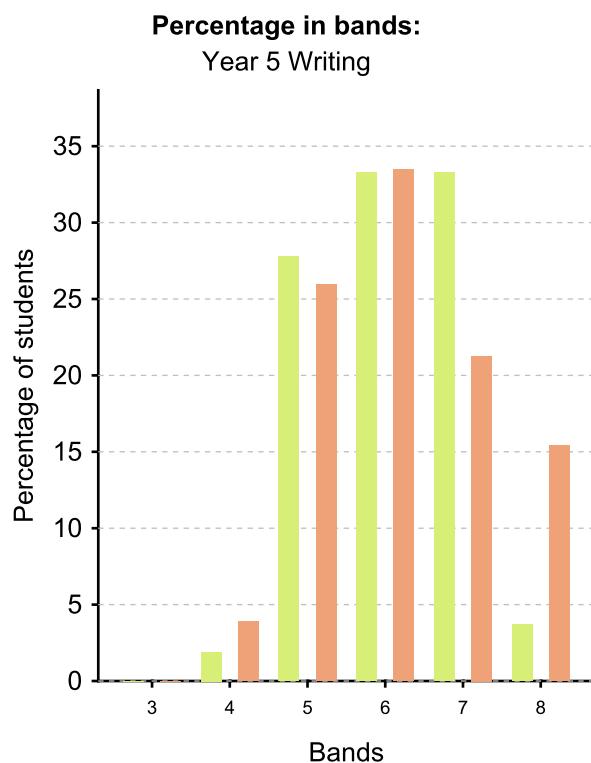
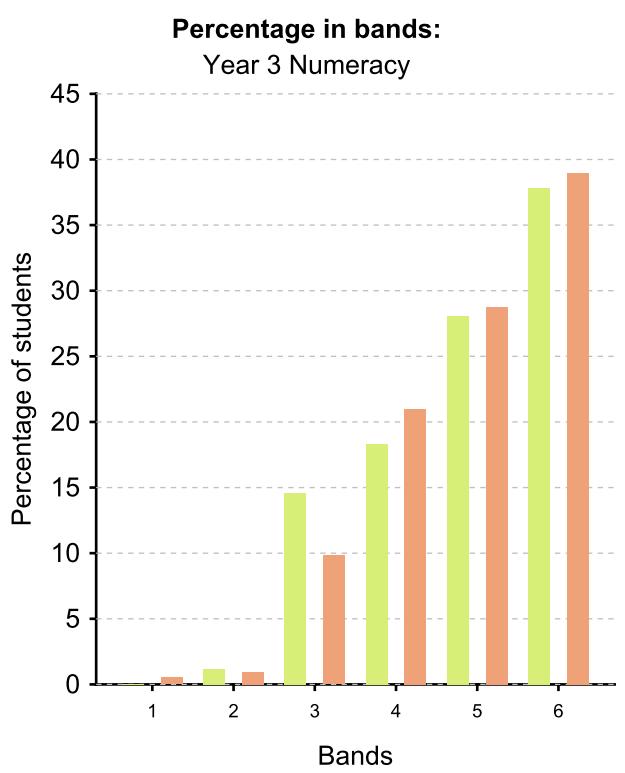
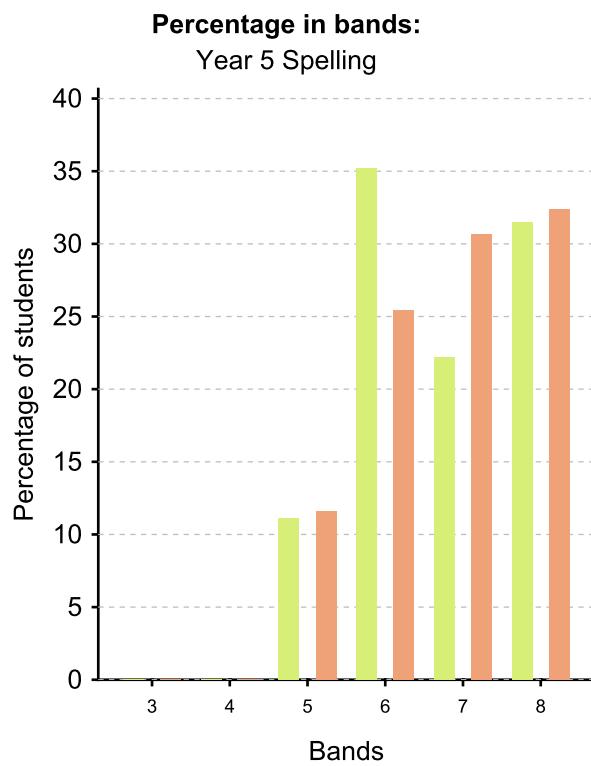
School performance

NAPLAN

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







■ Percentage in Bands
■ School Average 2014-2016

■ Percentage in Bands
■ School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

In 2016 regular feedback was sought from parents, teachers and students regarding specific school initiatives and satisfaction with the school.

Parents overwhelming support the school's teaching of the values of Respect, Responsibility and Engaged Learning as these values characterise the type of environment in which they want their child to learn, and the strengths they hope their children will demonstrate.

Over the past three years Kent Road Public School has participated in a research project with Macquarie University involving 7000 students from 135 schools across Australia, investigating the effectiveness of two programs which aim to support students who feel anxiety and/or are victims of bullying. Data collected from the student surveys indicates the positive approach of our school in teaching students to identify inappropriate behaviour and how to address it, is very effective in supporting students' emotional health. The survey findings indicate that across the 7000 students surveyed there has been a decline in anxiety and depressive symptoms as well as victimisation. The strategies identified through this program are taught in all Kent Road classes and school data indicates this approach is highly successful.



Multicultural and anti-racism education

Kent Road Public School is a culturally diverse school, proud of its harmonious and inclusive school community.

The English as another Language or Dialect (EAL/D) program provides assistance for students requiring additional language support. Students are taught in either withdrawal situations or in a team teaching approach depending on the specific needs of the students.

All students participated in specific initiatives to foster their understanding and appreciation of different cultures including Harmony Day.

Parents and grandparents developed their understanding of the expectations of the school and the community through participation in the Living in Australia course, and shared cooking experiences.



Policy requirements

Aboriginal education

Aboriginal perspectives are embedded into units of work across all grades in accordance with the NSW Department of Education's Aboriginal Education Policy, enabling all students to develop a deep understanding of, and respect for, Aboriginal culture.

Funds were committed for the purchase of additional resources to support the teaching of Aboriginal perspectives across the curriculum.

Other school programs

Learning Support

2016 was a very busy year for all students and staff involved in the Learning Support programs at Kent Road Public School. This was the first year that we implemented MiniLit for the entire duration of the year with some fantastic results for our Kindergarten and Year One students. The Reading Tutor program known as MultiLit, continued to provide support for our Year Two students and was implemented largely by our dedicated SLSOs and volunteers. In 2016 we added MacqLit to our reading intervention programs, which specifically targets students in Years Three–Six who are having difficulty progressing with their reading. This has been a great addition to our support programs to ensure that students from Kindergarten to Year Six are catered for. The lunch time Peer Reading program continued to run with our very competent Year Five and Year Six students being paired up with Kindergarten and Year One buddies. These senior students spent part of their lunchtime 2–3 times a week to help the younger students learn single sounds, sight words and practice text reading. We have some fantastic new readers which have been a great addition to the existing resources and are looking to purchase more in 2017.

Coding Club

Students from Year Three to Year Six have participated in Coding Club this year. During lunch time sessions students developed their computer programming skills and learnt through exploring different coding programs. Applications such as Scratch, Kodu and Lego WeDo 2.0 have been introduced to develop computational thinking, creativity and problem solving skills. The students have enjoyed creating and sharing interesting projects throughout the year.

Lego Club

Throughout the year students from Year Two were given the opportunity to attend a lunch time Lego Club. Students learnt to build mechanisms that demonstrated features such as gears, levers, pulleys and axels. Students enjoyed the opportunity to work cooperatively in pairs making models which required them to use problem solving skills and clear communication as they constructed their machines together.

Band Camp

Kent Road hosted its first Band Camp in 2016 for the school's Junior and Senior Band students. The camp took place at school over one weekend and was a great success. The students were engaged in full band rehearsals as well as sectionals led by talented guest tutors.

A concert for parents and friends closed the camp, which was an opportunity for the students to showcase what they had learnt during the weekend.

Both bands performed pieces at this concert which they had only started learning the day before. Participants listed the highlights of the camp as being taught by guest professional musicians, playing a friendly game of soccer during with their fellow students and their new tutors, and performing for their parents at the concert on Sunday afternoon. Kent Road's Band Committee looks forward to holding another successful Band Camp in 2017.

Dance Groups

In 2016 our school dance groups expanded to include a Year One, Year Two, Years Three and Four, and Years Five and Six Dance groups. There were many highlights for the year, in particular when the Year Five and Six Dance Group led by Miss Hossack won 2nd prize in the senior category at the Battle of the Primary Schools Dance Eisteddfod at Marsden High School. All four dance groups performed at The Granny Smith Festival in October to a huge and receptive crowd of family, friends and members of the community. The final performance for the year was in November at M.A.D.D night when all four groups once again performed and demonstrated how their dance skills had developed over the year.

Performing Arts Groups

In 2016 performing arts groups were expanded to

involve all students in Years Three, Four, Five and Six. Along with our established performance groups of Advanced Ukulele, Beginners' Ukulele, Choir and Dance Groups we added a wide variety of performing arts opportunities for students, including Line Dancing, Zumba, Drama, Recorder, Percussion, Poetry/Reader's Theatre and Glockenspiel.

Ukulele Groups

The Ukulele program continued to offer advance and beginner groups for students. We had a total of 42 students involved across the two groups. Both groups performed a variety of traditional tunes at Eastwood's Granny Smith Festival and the annual M.A.D.D night in November. The progress of the student in the beginners group has been excellent and the advanced group continually brighten up the audiences with their catchy melodies.

M.A.D.D Night

Our annual showcase night of Music, Art, Dance and Drama has continued to grow and attract a huge crowd, with spectacular performances from all of our Kent Road Performing Arts groups. Once again there were items from our school choir, our four dance groups, our two ukulele groups, the training band, the concert band and special solo acts. Our students performed brilliantly and demonstrated their excellent skills in their particular area. It is very exciting to see the performing arts at Kent Road expand and develop each year and to see the skills and confidence of our students continue to grow. M.A.D.D night was certainly a highlight in the 2016 school calendar.

Sport

Kent Road Public School continued to offered a wide variety of physical education opportunities to students in 2016. Participation, enjoyment and team spirit are the emphasis of the programs provided. In addition to the teaching staff coaching and instructing, external coaches were employed to provide skills training in dance, AFL and swimming.

Some highlights included Kindergarten, Year One and Year Two students participation in the 'Dance Fever' gymnastics program, the entire school's athletic skills on display at the Athletics Carnival and Years Three to Six racing down the pool in the annual Swimming Carnival at Epping Aquatic Centre. We finished the year once again enhancing and improving the students' swimming skills, water safety and confidence during the Term Four Kindergarten to Year Six swimming program at Macquarie University Swimming Centre.

K-2

Active participation in a comprehensive active lifestyle education program is a feature for students in Kindergarten to Year Two.

All students from Kindergarten to Year Two participated in a variety of sporting activities. Each week students were involved in sports lessons where students learnt the Fundamental Movement Skills and these skills were

then applied to developing games skills.

Years 3–6

Participation in our three carnivals, Swimming, Athletics and Cross Country, continues to improve with more heats being run in Swimming and Athletics Carnivals.

A number of students represented Kent Road at the Zone carnivals as well as progressing to Area carnivals and State carnivals.

The school participated in the interschool Primary Schools Sports Association (PSSA) winter and summer competitions. Cricket, Softball, T-Ball, Netball, Football (Soccer), Tiger Tag, and Australian Football League (AFL) were offered to boys and girls. Kent Road enjoyed particular success in junior and girls football (Runners-up) and T-ball (Champions).

ANZ HOTSHOTS

Once again Kent Road partnered with Tennis Australia and the ANZ Hot Shots program. 2016 has seen greater numbers of students join the program with our registered Kindergarten students receiving a free tennis racquet to further encourage their involvement in tennis and a healthy active lifestyle.