

Kotara South Public School

Annual Report



2016



4203

Introduction

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

Susan Maxworthy

Principal

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Message from the Principal

As the newly appointed Principal to Kotara South in 2016, I have reviewed the data and information provided to me which has enabled me to collate this Annual Report. It is with pleasure that I present the Annual School Report for 2016. This report outlines some of the students' achievements throughout the year, evaluates progress towards the 2017 targets and identifies areas for ongoing school development to inform the School Plan 2015– 2017. The report also details the broad range of programs and initiatives offered to students at Kotara South Public School. Congratulations to all our students for their outstanding engagement and commensurate achievements throughout 2016. Kotara South PS offers students nurturing learning environment. Our dedicated teachers provide positive and enriching programs, appreciating the individual needs and interests of each child. Our school embraces the 4 C's of the 21st Century Learner and how we adapt, refine and grow using these skills in our every day life. Our staff continues to develop their teaching and learning skills, especially in digital technologies where major advancements have been made in recent years. We pride ourselves on the caring nature of the school, with generations of families returning to KSPS. This has built a strong culture of pride and respect for the school and the community in which we are located. #KSPSisagreatplacetobe

Susan Maxworthy

PRINCIPAL

School background

School vision statement

Kotara South Public School inspires today's students to pursue excellence as they embrace the possibilities and changes of tomorrow. By providing a quality education in a safe and supportive environment, students are empowered to become valued independent members of society. Our 21st Century Vision is to: "Create opportunities for our students to become successful learners; confident and creative individuals; and active and informed citizens". This vision is directly aligned to the Melbourne Declaration (2008) that provides insight for our students to 2020 and underpins the Public Schools NSW Strategic Directions 2015–2017 document. Our aim is to maximise student learning by focussing on students – nurturing, guiding, inspiring and challenging them each day. We will take students on a journey by providing rich learning experiences in which students will be actively engaged. Our vision is further underpinned by our 5 core "You can do it" values: • Resilience • Persistence • Organisation • Confidence • Getting along We want every student in our care to be actively engaged in meaningful, challenging and future focussed learning experiences to achieve and thrive as learners, leaders and responsible productive citizens

School context

Kotara South Public School (KSPS) is a community-based school with a mission to ensure all students reach the highest possible outcomes in all aspects of their education. It is a school that values the contributions of all stakeholders and is recognised for its high standards and ability to adapt to current community needs. KSPS is located in the suburbs of Newcastle. The local area is undergoing a period of renewal as the housing stock changes and increasing numbers of young families move into the school zone. The school has an interested and supportive community who bring high expectations and enthusiasm to see the school thrive. Many of the students come from families with established connections to the school. Kotara South Public School has 307 students from 215 families. Of the 293 mainstream students 55% are boys and 45% girls. The school has 3% Aboriginal enrollment and 8% of students who speak a language background other than English (LBOTE) at home. The school has 2 specialist units: a hearing support unit (HSU) with 9 students enrolled and an Early Intervention Unit for up to 16 preschool aged students. Kotara South Public School's teaching staff bring high level professional and personal skills, and are well supported by experienced office staff and highly skilled teachers' aides (SLSO). The school is the base for Hearing services in the Newcastle area. Kotara South Public School is an active member of the Kotara Community of Schools (8) that pool resources, expertise and professional learning to benefit all. The school is proudly involved in projects developed in partnership with local schools and Muloobinbah Aboriginal Education Consultative Group (AECG). Assessment data indicates that most students perform at or above stage expectations in each Key Learning Area. There is a continued focus on increasing the academic growth of all students as they progress from Year 3 to Year 5, and onto Year 7, through differentiation of curricula to explicitly meet individual needs, interests and abilities. Numeracy strategies throughout 2014 – 2015 have led to significant improvement in student outcomes and provide a solid basis for future strategies. NAPLAN Literacy results indicate while our students have strong fundamental skills, higher order skills in reading comprehension and writing need ongoing development. Best Start Kindergarten data indicates that most students commence school with age appropriate basic knowledge and skills in reading, writing and numeracy.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Kotara South Public School has worked hard in the focus areas of Learning Teaching and Leading. We are building a strong culture of high expectations for both students and staff.

In the area of Learning; all students are working towards taking responsibility for their ongoing learning. The expectations of behaviour are explicitly taught to students through the 5 Keys to success. This is celebrated each week on Assembly, in class and through our school Newsletter.

In the area of Teaching; all teachers are undertaking consistent and explicit teacher professional learning in the Mathematics Building Blocks for Numeracy. The use of formative assessment strategies has been instrumental in improving quality collaborative planning and programming.

In the area of Leading; KSPS is moving towards streamlining quality administrative processes to encompass LMBR.

We have moved towards developing physical learning spaces that can be used flexibly for all learners.

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

High expectations and excellence in student learning

Purpose

Actively engage every student in meaningful, challenging and future focused 21st century learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens. This will be delivered through high quality teaching practices that cater for a range of learning needs.

Overall summary of progress

In 2016, our focus has been on developing improving student outcomes and literacy and numeracy and further developing teacher knowledge and skills in FoR (Focus on Reading), CMIT (Count Me in Too), TOWN (Taking off With Numeracy). All staff participated in furthering their professional knowledge by participating in teacher professional learning in FoR, CMIT and TOWN by participating in Teacher Professional Learning. This was through introducing explicit strategies that focused on consistency in teacher judgment and classroom delivery. The impact of this has been through direct monitoring of teacher programs, where FoR strategies are evident in programs and teachers report, that students are engaging with the new process in comprehension. Staff has also participated in teacher professional learning in relation TEN and TOWN strategies in 2016. The focus has been on building teacher knowledge, skills and delivery of explicit strategies are to improve student understanding of knowledge of number. The impact has been evident with teachers are embedding elements of this classroom practice into their programming and daily mathematics teaching. Student progress in all years is being monitored against the Literacy and Numeracy Continuum's.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A rolling 10% increase in the number of students in Years 3, 5 and 7 in the top 3 bands in all aspects of NAPLAN for writing and numeracy (2% in 2015, 4% in 2016 and 4% in 2017).	100% of classroom teachers Years 3–6 are using the Literacy and Numeracy Continuums to monitor and track student progress. In 2016 all students were plotted on the continuums to allow progress to be measured in 2017 and beyond.	\$12000 – RAM funding
students achieve commensurate growth of one year or better in reading levels using PM system.	95% of Year 1 students achieved growth of one year or more. 91% of Year 2 students achieved growth of one year or more. Teachers undertook professional learning in consistent teacher judgement to support the plotting of students on the Literacy and Numeracy continuum. Allowing for teachers to make directed and explicit instruction at the point of individual need.	\$1500 – TPL Literacy/Numeracy

Next Steps

In 2017, we will continue to build teacher capacity in FoR, TEN and TOWN programs. This will be through the conduit of Building Blocks for Numeracy Program. Staff will continue to be supported in tracking and monitoring students on the Literacy and Numeracy Continuums. Staff will be trained in using a variety of technologies to track progress.

Continue to support teacher development in tracking reading achievement using the Benchmark kit.

Strategic Direction 2

Quality 21st century teaching and leadership

Purpose

Build teacher capacity through focused professional learning and development that creates a culture where every staff member is engaged in ongoing, school target focused and evidence-based learning underpinned by the Quality Teaching Framework.

Overall summary of progress

All staff participated in furthering their capacity in building 21st Century teaching strategies by participating in teacher professional learning. This was through introducing explicit strategies that focused on consistency in teacher judgment and classroom delivery. The impact of this has seen direct sharing of programs, team teaching approach to share expertise and promote high levels of student engagement. Innovative structures have been developed by teachers to promote professional sharing of practice. This is evidenced by teacher sharing sessions, team teaching and observation of professional practice. The impact of this has been teachers are able to reflect on classroom programs and add new techniques and strategies to the classroom teaching to engage all learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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Next Steps

In 2017, the data used from the TTFM surveys will be used to analyse the levels of student engagement and assess the impact of new strategies so far. In 2017, further opportunities will be made available for teachers to be involved in collegial observations of professional practice. There will be a continuation of teacher professional learning relating to 21st Century learning and teaching strategies.

Strategic Direction 3

Strong community partnerships and quality systems

Purpose

Foster stronger, positive and meaningful relationships as an educational community that support the holistic development of each student. We will also develop and implement school systems to ensure each student has opportunities to achieve their potential.

Overall summary of progress

KSPS has continued to grow and develop strong community links that support learning in and across our school. These links are made through collaborative, inclusive and sustainable programs such as volunteer days, community partnership days for information sharing and building a strong sense of belonging to our school.

The school was involved in the development of the new school planning process through collaboration and consultation to develop the School Plan for 2015–2017. This was led by the Principal and Executive staff, which developed the plan through various workshops, collaboration meetings and survey information. This led to the identification of enhanced parent engagement to support student learning. The school investigated further opportunities to grow parent understanding of curriculum areas. As a result, the school has enrolled in the TTFM survey. As a result of further discussions, staff led special forums for Parents at P & C meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School surveys (e.g. TTFM) reveal parental satisfaction levels of average 7.5 or above re school culture and capacity to meet their child's needs.	School has enrolled in the TTFM surveys to be administered in 2017. In 2016, a survey of parents, staff and students was conducted to assess levels of engagement and satisfaction with school programs.	nil
80% of parents report a high level of understanding of their child's progress through school reporting processes.	During parent teacher interview, parents relayed a strong sense of satisfaction in the learning achievements of their child relating to Literacy, Numeracy and other KLA's. Parents took opportunities to discuss their child's progress face to face and in writing. The use of an innovative online booking system to allow parents a variety of times was highly regarded by parents.	nil
20% of parents are engaged in curriculum based workshops	In collaboration with the school's P & C, parents engaged in curriculum based workshops. Curriculum based presentations were delivered to P & C meetings. This encouraged parental participation in P & C meetings and the confidence for parents to engage with their child around new curriculum learning	nil

Next Steps

Continue as a school to develop these strong community links in creative and useful ways. Continue to gather information from parents and the community as the needs and directions of the school evolve.

Maintaining and growing strong and effective practises in Learning Management Business Reform (LMBR) will be implemented during 2017.

Further curriculum workshops are planned for 2017 to be shared through the P & C meetings. Starting with access to the TTFM parent surveys on line.

Progressive review of school systems to evaluate the effectiveness: curriculum, communication, organisation, etc.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • NAIDOC activities • PLP meetings with parents, students and teachers • AECG meetings. • Kotara Community of School Community Yarn • All Aboriginal students had PLP's developed in consultation with teachers, parents and carers. SLSO's provided extra support for students to access curriculum across Literacy and Numeracy. Purchase of Aboriginal culture resources that promoted appropriate cultural understandings and sensitivities. 	<ul style="list-style-type: none"> • Aunty Laurel attended NAIDOC week activities and shared her learning about bush tucker. • \$5868– SLSO
English language proficiency	<ul style="list-style-type: none"> • EALD teacher employed to work with students to develop English proficiency. • Students supported by SLSO 	\$4200 <ul style="list-style-type: none"> • English language proficiency (\$0.00)
Low level adjustment for disability	<ul style="list-style-type: none"> • LaST teacher program redefined to support staff and students who need adjustments in class • Review of NCCD data and implications for classroom teacher. • PLSP's and adjustments in Programs • Students were supported in the classroom by SLSO to assist them to participate in classroom activities the same as their peers. SLSO's focussed on targeted students comprehension using strategies from Super 6. 	\$22000– RAM LaST teacher SLSO's employed
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • All staff involved in TPL: Visible Learning • Students were supported in the classroom by SLSO's to assist them to participate in classroom activities. 	NIL \$10500–SLSO RAM



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	147	147	163	160
Girls	123	128	139	127

Enrolment is holding steady as expected. With limited new housing becoming available and the cost of buying houses in the Kotara South area, it limits young family enrolment.

Most Kinder enrolments are siblings to older students.

An extra Kindergarten class has intended to enrol in 2017– total of 3 classes for Kinder

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.3	94.4	97.1	95.8
1	95.5	96.3	93.8	97.2
2	96.5	94	95.5	95
3	93.7	96.9	94.1	95
4	95.7	95.3	95.7	93.9
5	95.2	94.6	94.3	96.9
6	95.6	93.8	94.5	95.6
All Years	95.7	95	94.9	95.5
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 monitoring and tracking of attendance through Sentral has assisted all teachers to follow-up with unexplained absences, send correspondence to parents and allow older students to visually see their

attendance patterns.

Sentral allows for teachers to visually share attendance patterns with studnets and parents.

The implementation and use of the Skoolbag app allows parents to electronically send in explanations for absences form their phones.

Strong links with the HSLO to manage students who have developed poor patterns of attendance. HSLO also has access to Sentral to monitor and track attendance issues.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration & Support Staff	4.32
Other Positions	2.12

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

All teaching, office and support staff at Kotara South Public School engage in Professional Learning variously through Staff Development Days and weekly professional learning sessions. In 2016 all permanent teachers were accredited at Proficient level with two teachers at Maintenance level. In addition to this, three temporary teachers were working towards initial accreditation.

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.

Kotara South PS is supported by the majority of parents who make their voluntary school contributions. Approximately 80% of families contribute for each child.

In 2016, KSPS replaced the ride on lawn mower to allow for efficient mowing of the large oval and grounds area that covers approximately 7 hectares.

Approximately \$160000 was held over for 2017 to make purchases for classrooms to support 21CL strategies. Approximately \$100000 will be held over for other purchases.

The information provided in the financial summary includes reporting from 27/01/16 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	447 039.15
(2a) Appropriation	377 055.53
(2b) Sale of Goods and Services	28.00
(2c) Grants and Contributions	68 738.63
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 216.99
Expenses	-287 907.48
Recurrent Expenses	-287 907.48
(3a) Employee Related	-151 277.09
(3b) Operating Expenses	-136 630.39
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	159 131.67
Balance Carried Forward	159 131.67

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 057 091.77
Base Per Capita	16 513.58
Base Location	0.00
Other Base	2 040 578.19
Equity Total	115 070.40
Equity Aboriginal	5 047.98
Equity Socio economic	12 717.50
Equity Language	4 790.31
Equity Disability	92 514.62
Targeted Total	372 901.84
Other Total	349 010.40
Grand Total	2 894 074.40

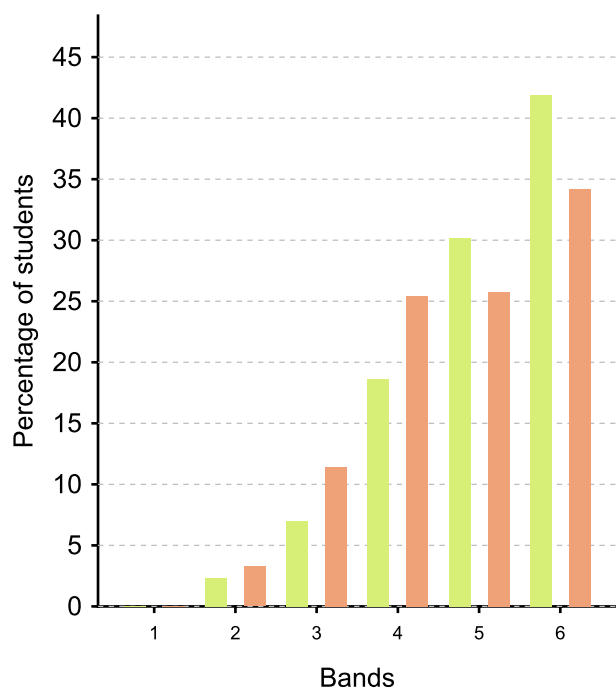
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

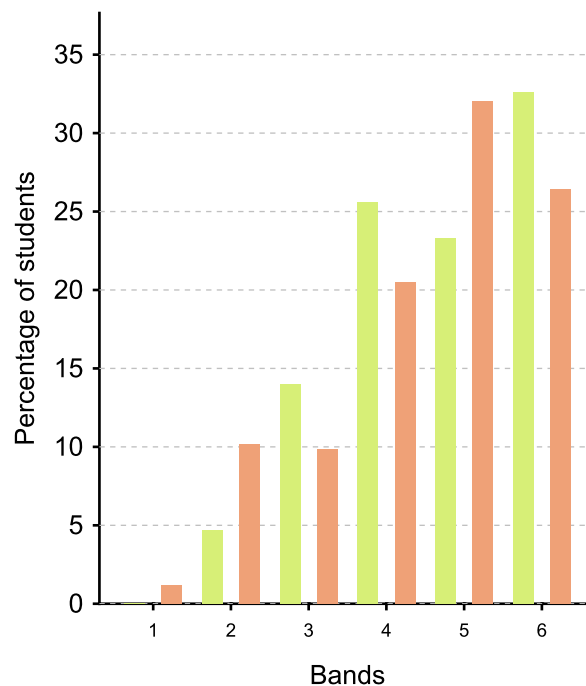
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



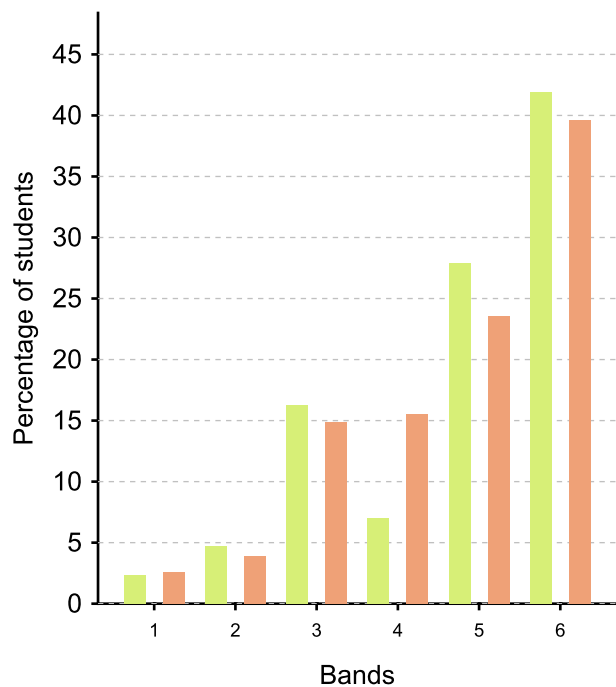
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



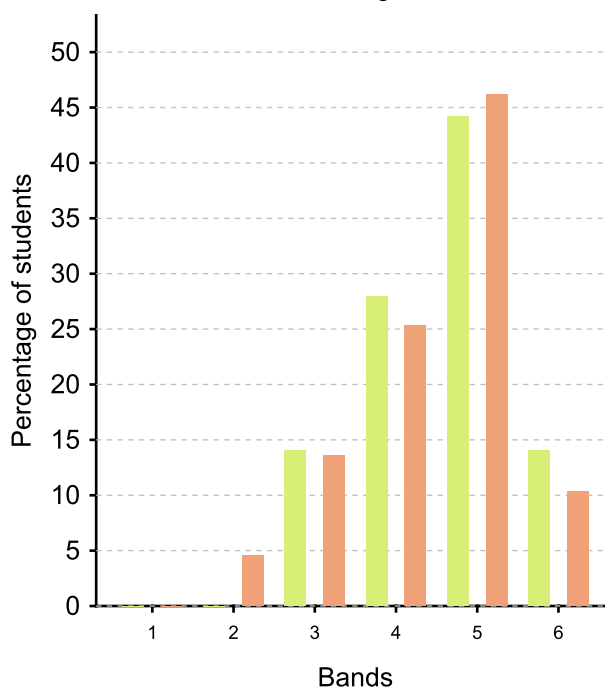
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



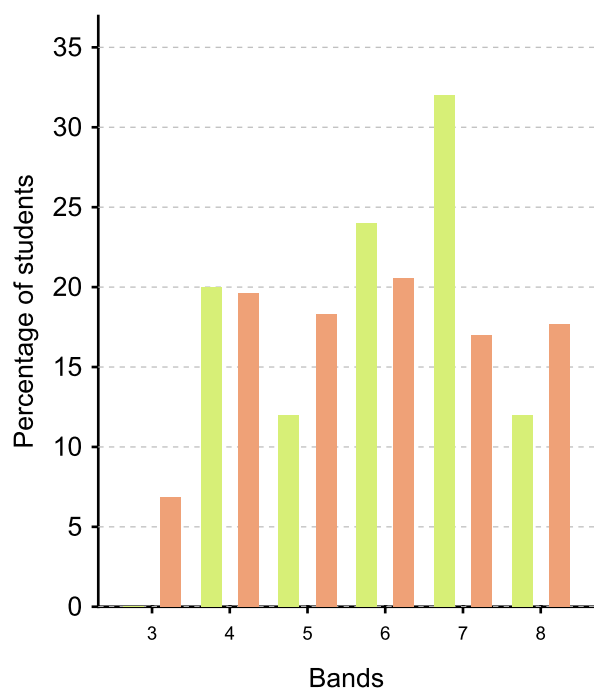
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

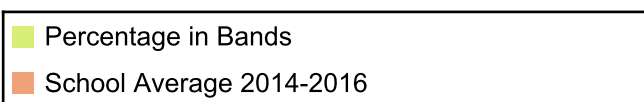
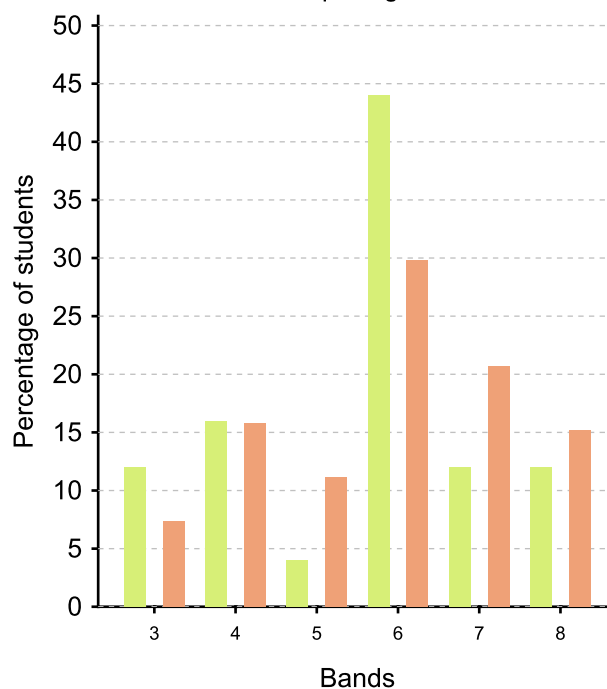


Percentage in Bands
School Average 2014-2016

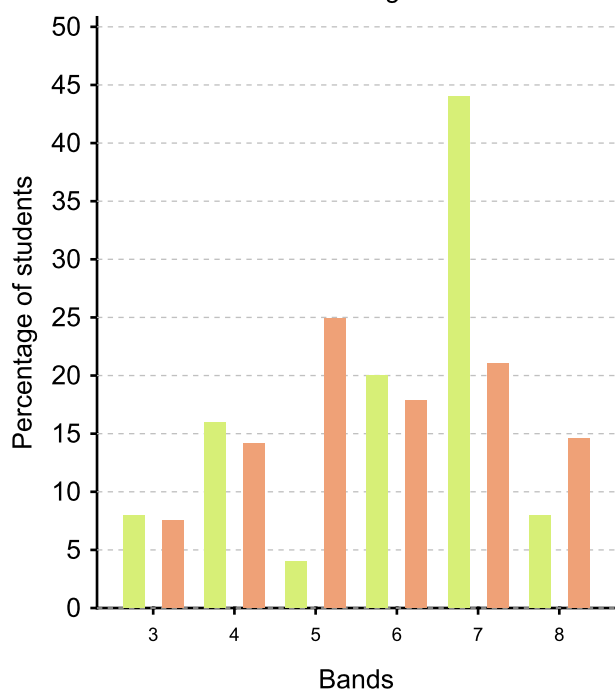
Percentage in bands:
Year 5 Grammar & Punctuation



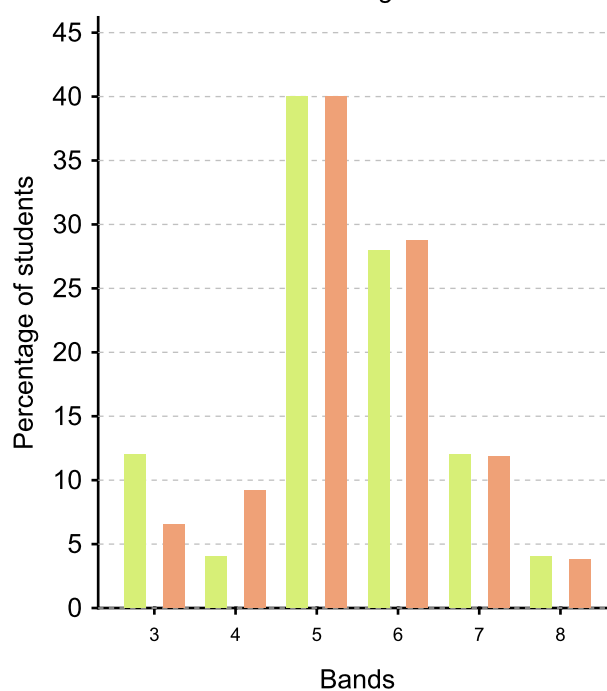
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

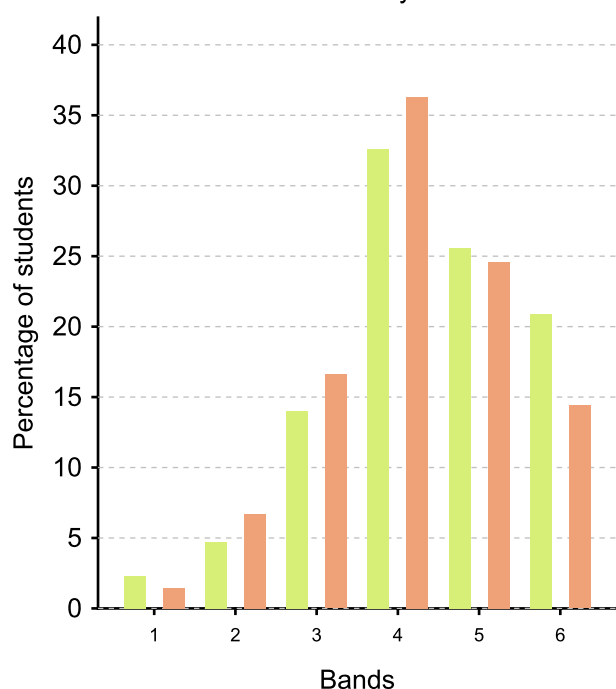


Percentage in bands:
Year 5 Writing



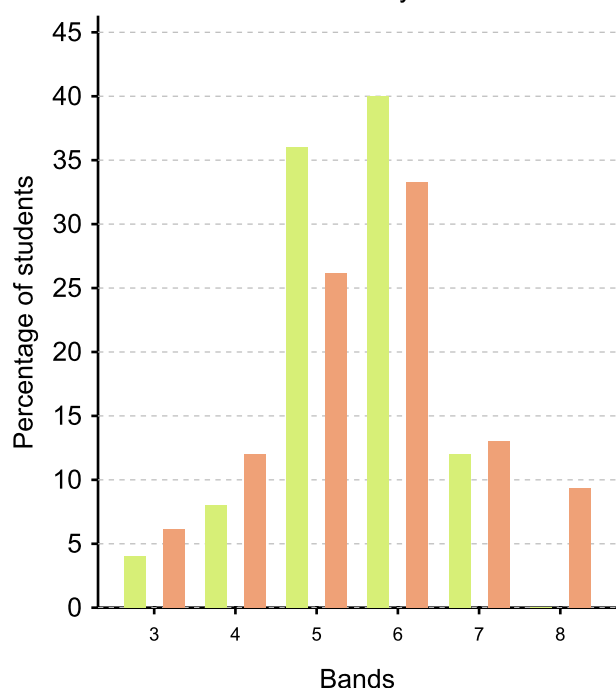
Parent/caregiver, student, teacher satisfaction

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

In 2016, school sought the opinions of parents, students and teachers about the school. The responses are present below. A survey of students in years 2, 4 and 6 revealed that 75% of students believed their learning was improving at KSPS. 78% of students believed they had enough opportunities for sport with only 5% not having enough opportunities for sport. 48% of students were happy with the amount of homework they receive, whilst 28% were unhappy about their homework. Students also responded that 58% were happy with knowing what was happening at school whilst 5% were unhappy. Parents responded that 83% felt that their child's academic needs are being met at KSPS. 86% of parents agreed that their child was having their needs met through sporting opportunities. 50% of parents were happy with the amount of homework provided, whilst 22% were unhappy with the amount of homework their child receives. 66% of parents were happy with the level of communication from the school with 27% moderately happy with the communication. Staff were surveyed to reveal that 65% of staff felt supported and encouraged at KSPS whilst 13% felt they were sometimes supported. 70% of staff felt that they were happy with the homework that they were giving their students, whilst 20% were not happy with the amount of homework they gave. 100% of staff felt that the school communicated effectively with the community. Parents were asked to outline the strengths of KSPS. These were recorded as: The level of involvement of the community, the school is friendly, welcoming and has many activities for children and families. The staff is dedicated, that as a smaller school it has a community atmosphere. There is an acceptance of all people within the school. Kind and caring staff who are always professional. The staff were also highly acknowledged as consistently caring for children even if they weren't in their class. The International Domino Champion assisted parents with lifting moral. The areas the parents and caregivers identified for development are: The need for facilities, maintenance, and grounds to be improved as they do not meet the expectations of many parents. Parking outside the school was identified as an issue for parents. Parents and Caregivers also noted that an 'app' based communication tool is needed for the future.

In year 3, all Aboriginal students achieved above the state expected average in both reading and writing. In numeracy, Aboriginal students in both year 3 and 5 were in bands 4 and above, meeting the Premier's priorities.



Human Society and Its Environment, Personal Development, and Literacy help students develop life-long understanding and skills of appreciation and acceptance, and how to develop and maintain respectful relationships. In Term 1, we celebrated Harmony Day with a variety of classroom and whole school activities designed to help create an awareness and appreciation of our multicultural society. The school has a trained Anti-Racism Contact Officer (ARCO) who oversees the implementation of anti-racism projects and teaching programs promoting intercultural understanding and skills. KSPS is always looking to promote initiatives to further enhance engagement of students, parents and community members from culturally diverse backgrounds. Our key message is encapsulated in our 5 core You Can Do It values: Getting Along, Resilience, Persistence, Confidence, and Organisation.

Policy requirements

Aboriginal education

Parents of Aboriginal students were invited to the school early in the year to discuss their children's individual needs and to participate in the setting of individual goals in consultation with class teachers and the Learning and Support Teacher. Personalised Learning Plans (PLPs) were negotiated between each student's family and the school for each student. Aboriginal perspectives are part of the teaching and learning programs in all classrooms and across all KLA's with emphasis being placed on identified aspects where necessary. Reading and reference resources were purchased for the library throughout the year to supplement learning in the Aboriginal perspectives across the curriculum



Multicultural and anti-racism education

KSPS has implemented the Cultural Diversity and Community Relations Policy to support the values and benefits of cultural and linguistic diversity. Integrated activities within K-6 class programs in the areas of