

# Kambora Public School Annual Report



2016



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## Introduction

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

Chris Painter

Principal

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## Message from the Principal

It is with great pride that we celebrate the achievements of Kambora Public School throughout the 2016 school year.

With the encouragement of all to achieve their personal best, Kambora students have excelled throughout the year, making many significant gains, not only in the classroom but nationally and internationally. With the creation of enquiry based, future-focused learning environments, Kambora students are becoming more collaborative, creative and engaged learners. Our Warringah Community of Schools Visible Learning Project, has seen students take ownership of their learning. They know what they are learning, why they are learning and how to achieve more with their learning. The success of the program is evident in the quality of our students' writing.

Through programs such as 'Upstairs Reading' and MultiLit, students have shown major improvements in their reading.

Kambora students have also enjoyed many enrichment opportunities. Students in Years 1–4 participated in the GATEWAYS extension programs to investigate, explore, create and make in Science, Music, Maths and Literacy. Our senior students have enjoyed participating in both the Freshwater and Davidson High School Enrichment programs, as they engaged with like minds to problem solve many new and exciting experiences.

Kambora students are proactive in sport, in the performing arts and in their generosity towards others. From lending a hand to others in the playground, to raising funds for those in need, Kambora students display the school values of respect, responsibility and personal best.

Kambora Public School enjoys a highly supportive parent community who continue to work tirelessly to enrich the learning environment for our students and provide them with many opportunities to excel. Kambora Public School could not offer the targeted learning programs without this support. This year our Best Start and NAPLAN results continue to grow, thanks to this dynamic and important partnership. Our music program has expanded and grown, with the strings group, the band and the newly formed guitar group, making outstanding progress.

I would like to acknowledge the dedicated, highly motivated, professional Kambora staff who go above and beyond to ensure that all Kambora students are engaged, proactive, collaborative and enthusiastic learners.

Chris Painter

Principal

## Message from the school community

I have had a fantastic year as P&C President. The reason is that I feel the P&C has had a positive impact on every student through the programs we support.

Working in a hot or cold classroom is not fun. This year the P&C installed air-conditioning into each classroom in the school to provide a comfortable learning environment for students and teachers.

Thanks to the efforts of last year's P&C, a new LED sign on the corner was installed over the Christmas holidays. You may not know what you want to do when you finish school, but success in school and life after school requires strong literacy skills. That's why the P&C continues to fund the literacy support program.

Without the wonderful support of our parent coordinators, none of the musical opportunities enjoyed by Kambora students would exist. I would like to thank all the parent volunteers for the time and energy they put in so that all students are able to pursue their talents.

Kambora P&C is able to support the students and teachers of the school because of the enthusiasm and commitment of many parents who dedicate themselves tirelessly to a great many of fundraising events; raising funds that go directly to programs that benefit students from K–6. This year these events have included Discos, an 80's Night, Bunning's BBQ, Mother's Day High Tea/Fathers' Day BBQ Breakfast.

Rolf Krolke

P&C President

## School background

### School vision statement

At Kambora Public School, we develop the whole child through a quality differentiated, student learning environment. We promote equity and excellence in a creative, collaborative and connected learning environment. Kambora Public School inspires a passion for lifelong learning that will equip all students with the necessary skills and experiences to become active, informed and engaged global citizens.

### School context

Kambora Public School is a uniquely designed campus, in Davidson, set amongst bushland on the homelands of the Guringai people. Kambora students thrive in an inclusive, nurturing environment where every voice is heard and valued. With a strong focus on literacy, numeracy and the integration of technology, all students are encouraged to be confident, productive learners. From sport, to debating and performing arts, Kambora encourages student participation in a wide range of extra-curricular programs. A small school with a collaborative team of innovative, creative and caring staff, Kambora teachers pride themselves in knowing and valuing all students, as well as, having high educational expectations. Kambora Public School encourages and welcomes parent and community participation as an integral part of student learning and school growth. Kambora Public School enjoys close links with other primary and secondary schools through its membership of the Warringah Community of Schools.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

### Learning

The school continues to sustain and grow learning across the school. We continue to develop a culture of ongoing educational improvement with greater focus on students taking responsibility for their learning. There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities combined with a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment through the PBL (Positive Behaviour Learning) program, Bounce Back, Student Representative Council and classroom behaviour ladders and dojo systems, as well as, the Playground Pals program.

The school has developed an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in developing the knowledge, understanding and skills of all students. This is evident in the conceptual units of learning in History, Geography and Science that are developmentally planned to broaden students' awareness from self to community to nation to global interactions. Through the Visible Learning Project, staff are effectively aligning Hattie's research and like evidence-based teaching practices to engage and deliver innovative learning. The use of the 'SeeSaw' app to record student learning is providing staff with the opportunity to track student achievement at an individual level.

The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance. Students are now demonstrating more control over their learning by developing their understanding of the cluster levels and what they need to do to improve in Writing and Numeracy. Literacy and Numeracy support through the LAST and Upstairs reading programs has contributed to increased student achievement and confidence.

Through parent information evenings, Term Overviews, Assessment rubrics, parent-teacher interviews and the school bulletin, parents continue to develop an understanding of what their children are learning in order to support progression to the next level.

The school continues to achieve good value-added results, with 100% of students at/above national minimum standard in Year 5 NAPLAN Writing, Reading and Numeracy.

In 2017, the school will concentrate on moving the majority of students into the top two performance levels of school-based and external performance measures.

## Teaching

The Visible Learning Project has provided the platform for staff to reflect on and improve their teaching practice. This is evident in all class programs, in student achievement and in classrooms. Staff are committed to identifying, understanding and implementing effective teaching methods, with a high priority given to evidence-based teaching strategies. This has also allowed the school leadership team to clearly demonstrate instructional leadership and grow the capacity of staff into role of greater leadership.

Kambora staff regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices and plan learning experiences.

The introduction of 'Bump It Up' walls into classrooms has assisted with the monitoring of student learning progress and has enabled both teachers and students to identify areas of improvement in writing and numeracy.

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

Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice through the Performance Development Framework. In 2016, this has included peer mentoring and coaching in order to achieve personal goals, classroom visits and observations that model best practice and learning walks to observe effective classroom practice, as well as mentor feedback and reflection conversations that are building the expertise of our teachers. Staff are demonstrating a personal responsibility for maintaining and developing their professional standards with two staff achieving accreditation at 'Proficient' and two staff actively working towards 'Highly Accomplished' accreditation.

The Visible Learning project has enabled a particular focus on improved teaching methods in literacy in 2016, with professional learning activities focused on building teachers' understandings of effective teaching strategies in this area. In 2017, the project will focus on Numeracy and include the implementation of the TENS program K-2.

With a commitment to ongoing development as members of the teaching profession, staff have identified student feedback as an area they would like to collaboratively develop in 2017.

The school will work towards ensuring a greater depth of understanding assessment for learning, assessment as learning and assessment of learning, to determine teaching directions, school performance levels and effectiveness and ensuring that all students have a clear understanding of how to improve their learning.

## Leading

Kambora Public School is committed to the development of leadership skills in staff and students.

Students are provided with opportunities to develop their leadership skills through participation in the school-wide buddy program, that sees all students working with younger student to foster social and emotional wellbeing. The senior student leadership team develop a specific student-based project that reflects student voice at the Warringah Community of Schools Student Leadership Camp. Student Leaders implemented a uniform policy and award system that focussed on wearing the school uniform with pride, eliminating coloured ribbons and jewellery and promoting the wearing of ties. Year 5 students also successfully ran the transition to school program for preschool students, resulting a smooth and successful start to 'big school' for Kindergarten students.

Leadership development is central to school capacity building. Staff have purposeful leadership roles based on professional expertise and have demonstrated this through successfully relieving in higher duties, presenting professional learning sessions to both staff and colleagues from other schools and representing the school at middle management levels. This is leading to succession planning, leadership development and workforce planning designed to drive whole-school improvement.

The school plan is at the core of continuous improvement, with the school's vision and directions. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. These are communicated to the community through school bulletins, parent information sessions and at P&C meetings.

An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually through surveys and feedback from students, staff and parents.

Links exist with communities of schools, other educational providers and other organisations to support the school's programs mainly through the Warringah Community of Schools and the Kuringai Schools Network.

Through strategic financial management designed to maximise resources available to implement the school plan, as well as, workforce planning that supports curriculum provision, the school has been able to recruit high quality staff and create an additional class in K-2 to support early literacy and numeracy intervention.

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

Student Engagement: Students are active, informed and engaged, confident and creative citizens of the 21st century with access to high quality education

### Purpose

Staff will work collaboratively to create an inspiring, innovative, learning environment for all students. Staff will engage in continuous professional practice that will be reflected in staff and student achievement.

We will expand the leadership density of staff through professional learning, as well as increase the opportunities for professional sharing amongst staff by building both their individual and collective capacity by working collaboratively with staff at school and across other schools to develop teaching programs that engage students and set high expectations through Quality Teaching practices

### Overall summary of progress

In 2016, our school wide focus on Visible Learning in Writing evident in all classrooms. Students have a clear understanding of why, how and what they are learning and there is evidence of an increase in the number of students demonstrating stage outcomes in school-based assessments. Students understand and discuss 'Learning Intentions' and 'Success Criteria'. Students have an understanding of cluster groupings and how to achieve success with their learning. Staff have noticed an increased confidence in student writing. Students' demonstrated achievement levels have moved beyond the benchmark levels of previous years.

Students actively demonstrate future focussed learning capabilities through the development of critical thinking strategies and problem based activities. Students actively demonstrate 21st century learning capabilities through use of a range technology to support learning & improve student outcomes. Staff are continuously integrating new and emerging technologies into student learning. Teachers are using the 'See Saw' App to record and demonstrate student learning.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Progress achieved this year   | Funds Expended (Resources)   |
|--|---|--|
| <ul style="list-style-type: none"><li>• Increase the percentage of student achievement in the top two bands of (NAPLAN) Literacy and Numeracy.</li><li>• All students to achieve cluster level benchmarks on PLAN</li><li>• An increase in the number of students demonstrating stage outcomes in school-based assessments in Literacy and Numeracy.</li></ul> | <ul style="list-style-type: none"><li>• Students actively demonstrate 21st century learning capabilities through use of a range technology to support learning &amp; improve student outcomes. Staff are continuously integrating new and emerging technologies into programming, including basic Coding into classroom learning experiences.</li><li>• LAST Teachers individual and small group withdrawal to focus on Reading and Numeracy K-3</li><li>• 3-6 students collaboratively are using 'Google Classroom' for problem based learning authentic assessment activities.</li><li>• The use of the 'Seven Steps Writing' program was expanded to ensure that all steps are being followed in writing</li></ul> | <p>Exec Quality Teaching conference= 3 x \$176 = \$5282 x casual relief = \$1000<br/>Extra Classroom teacher employed K-2 (see summary report below)</p> <p>Visible Learning 4X teacher relief = \$4000</p> <p>5X teacher release – Authentic assessment = \$2500</p> <p>Data analysis – 2 x Teacher relief for executive team= \$1000</p> |

### Next Steps

- In 2017, the Visible Learning Project will be consolidated across the school with all Visible Learning strategies will be reviewed by staff who will work collaboratively to present to colleagues. Students will also review strategies previously learnt and demonstrate their understanding in their writing.
- Growth mindset strategies will be reintroduced to students with an emphasis on positivity in learning outcomes.
- The 2017 Visible Learning focus will expand to Numeracy and will include use of 'Newman's Prompts' (3-6), the TENS Numeracy program (K-2) and 'Bump it up' Walls.
- All staff will receive training in Newman's Prompts and TENS to support a shared understanding of the numeracy continuum.

- Staff review of Visible Learning implementation and impact on student learning and achievement identified 'Feedback' as future focus area. This will feature in Term 2 with view to student based reporting being introduced in some grades.
- 21st Century Fluencies – enquiry based learning that includes individualised choices based on learning styles and student reflection will be incorporated into student learning.





## Strategic Direction 2

Staff Professional Practice: Staff are collaborative, innovative teachers who inspire and lead learning.

### Purpose

Staff will work collaboratively to create an inspiring, innovative, learning environment for all students. Staff will engage in continuous professional practice that will be reflected in staff and student achievement. We will expand the leadership density of staff through professional learning, as well as increase the opportunities for professional sharing amongst staff by building both their individual and collective capacity. Staff work collaboratively with colleagues at school and across other schools and countries to develop teaching programs that engage students and set high expectations through Quality Teaching practices.

### Overall summary of progress

In 2016, the school continued to develop both the individual and collective capacity of staff through targeted professional learning designed to improve student literacy and numeracy outcomes. Participation in the Warringah Community of Schools Middle Managers' Visible Learning Project saw improvement in staff collaboration, increased confidence and an increased number of staff taking on leadership roles throughout the project. Classroom practice saw pedagogical changes that inspired and engaged student learning and directly impacted on increased student achievement. Staff mentoring and lesson observation was an integral focus of this process.

All staff reviewed and reflected on their PDF learning goals in line with the school targets, as well as personal goals aligned to DEC Performance and Development Framework and National Teaching Standards. An increased number of staff achieved BOSTES accreditation and began working towards the next level of their accreditation.

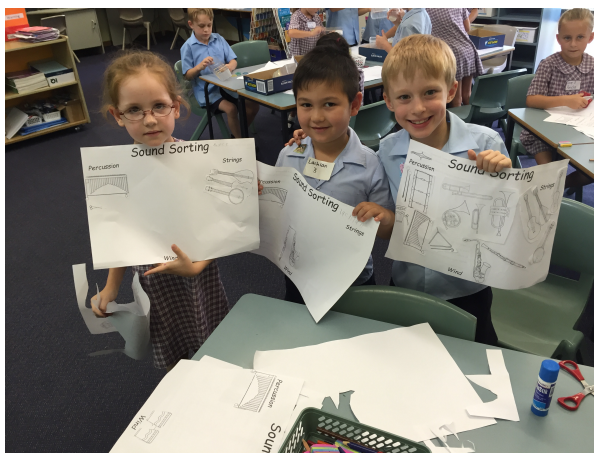
Staff continued to ensure the successful implementation of Australian Curriculum content by reviewing and incorporating the Australian History and Geography content into conceptual units and authentic assessment tasks.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Progress achieved this year   | Funds Expended (Resources)  |
|--|---|---|
| <ul style="list-style-type: none"> <li>All staff have professional development plan aligned to DEC Performance and Development Framework and meet National Teaching Standards.</li> <li>Quality staff programs and teaching practice will reflect collaboration and Quality Teaching strategies.</li> <li>Programming and assessment reflect changes to pedagogy and implementation of Australian Curriculum.</li> </ul> | <ul style="list-style-type: none"> <li>Two teachers achieved accreditation at Proficient level. Two teachers also participated in the Aspiring Executive program run in conjunction with the Peninsula Community of Schools, Northern Beaches Learning Alliance and Warringah Community of Schools, as well as working towards accreditation at Highly Accomplished level. Aspiring executive staff relieved in higher duties in Term 3.</li> <li>Targeted staff reviewed 'Accreditation at Proficient' documentation and successfully attain accreditation at Proficient level.</li> <li>SASS staff are aware of 2017 implementation of PDP requirements.</li> <li>Executive staff attend WCS Visible Learning Conference</li> <li>Staff participated in learning walks to develop a shared understanding of VL implementation throughout the school. Staff mentors continue observations of personal goal implementation.</li> <li>Executive staff attended the 'Quality Teaching Rounds' Conference.</li> <li>Staff reviewed the effects of writing using Visible Learning approach to student learning by completing a survey that indicated the need for a greater understanding and use of 'Feedback'.</li> <li>Programming and assessment reflects changes to pedagogy and implementation of Australian Curriculum in History and Geography</li> </ul> | <p>WCS Visible Learning – 2 x casual relief days = \$1000<br/>+ Conference costs = \$1500</p> <p>Aspiring AP seminars 6 x \$150 + 6 x casual relief = \$4000 approx.</p> <p>Exec @ Quality Teaching conference= 3 x \$176 = \$5282 x casual relief = \$1000</p> <p>0.143 QTSS funding used to release executive to work with staff and mentor staff in Visible Learning project, curriculum implementation and classroom observations</p> <p>10 x Teacher relief = Literacy and Numeracy programming and curriculum implementation = \$5000</p> |

### Next Steps

- In 2017, staff will continuously reflect, review and adjust learning & teaching practices and programs assessment tasks to reflect changes to pedagogy and the implementation of the Australian Curriculum. All school Scope and Sequences will be reviewed to ensure a collaborative understanding of curriculum content and agreed levels of student performance as indicated by increased student achievement levels through use of Visible Learning strategies.
- Staff development plans will continue to be developed in line with National Teaching Standards Policy. PDP goals will reflect Quality Teaching and Australian Curriculum implementation and demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Targeted professional learning will support accreditation and maintenance levels both at Proficient and Highly Accomplished levels. Pre-2004 service staff will complete DoE requirements for accreditation in 2018. SASS staff will receive training in PDP goal setting and will prepare individual PDP. Electronic diaries will be introduced for staff to record professional learning.
- Staff will continue to work collaboratively to implement and review the WCS 'Visible Learning Project' with an emphasis on Numeracy this year. Learning Walks will involve staff visiting other schools in the WCS to support teacher professional practice and performance. Teacher professional learning will focus on the development of a shared understanding of Feedback and its impact on student learning. (John Hattie)



## Strategic Direction 3

Connected Community: A connected, well informed, engaged and collaborative community who promote the school as a centre of excellence

### Purpose

Staff, students and the community collaborate to ensure a well-informed community through increased communication and collaboration amongst all stakeholders in the promotion of a culture of success, underpinned by inclusive, innovative structures to enhance the resilience and wellbeing of students.

### Overall summary of progress

In 2016, Kambora Public School continued to implement the Positive Behaviour Engaging Learners program (PBL) as a whole school management system. The PBL expectations that were reworked in 2015, were reinforced throughout the school at assemblies and in classrooms.

Through participation in the Warringah Community of Schools, the school actively promoted student and staff opportunities for leadership and growth. The student Leadership team attended the WCS Leadership Camp that led to a student led focus on 'Wearing the School Uniform With Pride'. This saw the implementation of a best dressed class award in K-6 Assemblies. This student led project enabled increased student pride in belonging to and identifying with Kambora Public School.

Staff developed their leadership skills with presentations to WSC teachers as part of the Visible learning Project. Kambora Public School sort to increased student engagement through active participation in learning through goal setting and feedback. Students set individual goals for behaviour and learning and can articulate these to others. Parents are well informed with clear systems of communication available to all. The P&C and the school continued to work together to jointly fund projects that raise school profile in community.

Increased opportunities for students and staff to participate in active learning opportunities, providing leadership, extension and enrichment opportunities within Warringah Community of Schools.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Progress achieved this year   | Funds Expended (Resources)   |
|---|---|--|
| <ul style="list-style-type: none"> <li>Increased student ownership of behaviour leading to improvements in student self-concept and motivation to learn and increased resilience in students through implementation of strategies to promote self-confidence</li> <li>Increased student, parent and staff understanding of embedded student wellbeing programs and policies.</li> <li>Increased student engagement through greater involvement in student wellbeing programs that reflect increased student voice and understanding of school systems.</li> <li>Increased student engagement through embedded student wellbeing programs and policies, as well as increased student, parent and staff understanding of school systems and management strategies.</li> </ul> | <ul style="list-style-type: none"> <li>Staff ensured that all students are aware of PBL expectations through dedicated classroom discussions.</li> <li>Stage 1 parents are more informed about Maths and can confidently assist student learning through participating in Maths workshop.</li> <li>Stage 3 students participated in Davidson HS and Freshwater Enrichment Programs.</li> <li>Organisation of senior student leadership teams including Playground Pals Program</li> <li>Student Leadership team attended the WCS Leadership Camp &amp; devised school project – <i>'To show respect for our school by wearing the school uniform with pride'</i></li> <li>Parents actively encouraged to download the 'School e-news' application to their smartphones to stay informed</li> <li>New Kindergarten 2017 parents were continuously informed about entry to school through meetings, email, newsletters, Kindergarten 2017 Playgroup and Orientation sessions.</li> <li>Students &amp; teachers collaboratively planned annual school yearbook.</li> </ul> | <p>2 x teacher relief days – staff attendance at WCS Leadership Camp \$1000</p> <p>Kindergarten Playgroup &amp; Orientation funding – \$500</p> <p>New Entrance wall P&amp;C = \$2500School + \$900– (2017)</p> <p>Annual School Yearbook – \$1200</p> |

### Next Steps

- A complete review of the PBL program will be undertaken by a joint student, staff and parent committee. Development of student leadership capabilities to mentor, mediate and promote student well-being throughout the school.
- Increased opportunities for Student Voice and leadership within the school.
- Review of communication pathways including the use of 'School Enews' and the newsletter format
- Participation in the Tell Them From Me Survey (TTFM) for students, staff and parents to inform our planning and assess our progress
- The school will continue to actively involve parents and the community as partners in the learning process of students through their participation in classroom learning as well as to increase parent understanding of school structures and procedures through consultation at P and C meetings, the school bulletin and community surveys designed to inform and maintain communication and collaboration in the promotion of a culture of success.
- Community involvement in 2018 – 2020 school plan



| Key Initiatives                                     | Impact achieved this year   | Resources (annual)   |
|---|---|--|
| <b>Aboriginal background loading</b>                | The school did not receive any Aboriginal background funding  | The school did not receive any Aboriginal background funding   |
| <b>English language proficiency</b>                 | <p>Students in K–3 were supported by the LAST, Literacy teacher. Students in 4–6 were supported by the teacher' aide.</p> <p>Additional teacher and teachers' aides continuously review student progress with classroom teachers &amp; executive</p> <p>Six students were identified as either in the 'Beginning', 'Emerging' or 'Developing' phases of the EALD scales.</p> <p>RAM funding also contributed to wards the employment of a Year 1 teacher to enable smaller classes and a more individualised approach to literacy.</p>  | <p>RAM funding – \$5,474.64</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$5 474.64)</li> <li>• Integration Funding (\$1 200.00)</li> </ul> |
| <b>Low level adjustment for disability</b>          | <p>Student data analysis by staff to identify students needing additional support</p> <p>Students are all tracked on Literacy &amp; Numeracy continuum.</p> <p>Staff analysis of students performance using SENA data as benchmark. K–2 students assessed using SENA 1 &amp; 2. 3–6 students assessed on Senna 3&amp;4 to determine student progress.</p> <p>LAST teachers provide literacy and Numeracy support to targeted students</p> <p>Additional funds were allocated for staff professional learning on managing students with disabilities in the classroom</p>  | <p>0.4 LAST – RAM funding = \$47,921 (includes 024 teaching allocation + \$7,113 flexible funding for SLISO</p>  |
| <b>Quality Teaching, Successful Students (QTSS)</b> | <p>The school utilised this funding to provide comprehensive and focused support for teachers with the accreditation processes and the achievement of Performance and Development Framework goals. Executive staff were released from class to mentor, observe and support staff with the achievement of their PDP goals. The ensuing feedback and professional discussion has allowed for a greater depth of understanding of professional practice and curriculum implementation. Staff were released to work collaboratively in Stage groups, on planning integrated History, Geography, Science and literacy units, along with authentic assessment tasks. Staff have developed a greater understanding of curriculum, the learning continuum and student achievement goals by collaborating to program and plan. All staff were supported to develop an understanding on their obligations under the Teacher Accreditation scheme including pre–2004 service teachers who will be accountable under NESAs (NSW Education Standards Authority) in 2017.</p> | <p>QTSS Release = 0.143</p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$0.00)</li> </ul>  |

|  |  |  |
|--|--|--|
| <p><b>Socio-economic background</b></p>      | <p>Develop and sustain a positive and inclusive school culture Increased levels of student engagement and participation in learning.</p> <p>Additional classroom teachers' aides were employed to support classroom programs that increased the level of students' participation and engagement in learning.</p> <p>Funding also supported students in range of curriculum learning experiences, specialist teachers, sources of knowledge, individual connections and educational and community services, developing and sustained a positive and inclusive school culture.</p> <p>RAM funding also contributed to wards the employment of a Year 1 teacher to enable smaller classes and a more individualised approach to literacy and numeracy</p>   | <p>Additional teacher employed Stage 1</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$2 957.56)</li> </ul>  |
| <p><b>Support for beginning teachers</b></p> | <p>The school has one beginning teacher in their first year and one beginning teacher in their second year who received funding under the Beginning Teacher support program. A targeted professional learning and support for beginning teacher's framework was established in which beginning teachers participated in ongoing professional learning, collaborative planning and mentoring with supervisors. Funds were used to support, develop and mentor this teacher through participation in programs and workshops including, 'WCS Beginning Teacher Project', Anita Chin Maths Workshops, Google Classroom workshops and behaviour management workshops, as well as implementation of the Australian Curriculum.</p> <p>Beginning teachers are confidently working towards accreditation at Proficient level</p> | <p>Beginning teacher allocation = \$13 377.89</p> <p>Teacher attendance at WCS Beginning Teacher course</p> <p>2 x \$125 = \$250</p> <p>2 x casual relief = \$1000</p> <p>Anita Chin course teacher attendance</p> <p>2X \$89 = \$178</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$13 377.89)</li> </ul> |
| <p><b>Visible Learning</b></p>               | <p>The Visible Learning Project, implemented through the Warringah Community of Schools was designed to raise student outcomes and achievement levels in writing as well as to empower middle managers, growing their leadership capacity.</p> <p>overlapping all the school's' Strategic Directions, the visible Learning Project has directly impacted on student performance. Teachers have reported that students are achieving higher than anticipated exit levels in writing.</p> <p>All staff were given ownership of the project as either a presenter, workshop attendee or classroom advisor.</p> <p>Eight staff members attended WCS workshops to share and train in Visible learning. The program will continue in 2017 with expansion into other KLAs.</p>  | <p>Literacy &amp; Numeracy funding = \$8,095</p>   |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 66         | 74   | 87   | 100  |
| Girls    | 102        | 86   | 91   | 94   |

Enrolments at Kambora PS are increasing. Excellent NAPLAN results over the past three years have factored into an increase in enrolments. Another consideration is that a number of older residents are moving out of the area; freeing up family homes. Many of these homes are being purchased by younger families who in turn are renovating these properties.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 97.8 | 94.5 | 93.5 | 96.3 |
| 1         | 95.5 | 96.5 | 93.8 | 97.1 |
| 2         | 96.3 | 96.7 | 96.9 | 95.6 |
| 3         | 97.7 | 94.7 | 96.9 | 96.5 |
| 4         | 95.4 | 96.3 | 94.5 | 95.4 |
| 5         | 92.6 | 98   | 97.7 | 95.6 |
| 6         | 97.1 | 94.2 | 95.4 | 94.5 |
| All Years | 96   | 95.8 | 95.2 | 96.1 |
| 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   |

Kambora enjoys an enrolment rate above that of the state. Attendance levels were affected by winter cold and flu virus, along with several families seeking exemption for overseas travel.

## Workforce information

### Workforce composition

| Position                              | FTE* |
|---------------------------------------|------|
| Principal                             | 1    |
| Assistant Principal(s)                | 2    |
| Classroom Teacher(s)                  | 6.64 |
| Learning and Support Teacher(s)       | 0.4  |
| Teacher Librarian                     | 0.4  |
| School Administration & Support Staff | 2.02 |
| Other Positions                       | 0.06 |

\*Full Time Equivalent

Workforce composition included 9 full time classroom teachers, two assistant principals and one principal.

The school also has a number of part-time staff including an Intensive Reading Teacher, Learning and Support Teacher, librarian, Teacher of Japanese language and a school counsellor. The intensive reading teacher is partly funded by the Kambora P&C. The school used targeted funding to create an extra classroom teaching position in 2016. Ancillary staff comprised of a fulltime Senior Administrative Manager (SAM, a part time (0.6) School Administrative Assistant (SAO) and a part time General Assistant (0.4) who looks after grounds maintenance.

The school did not have any people who identified as having Aboriginal heritage in its workforce in 2016.

### 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

In 2016, staff professional learning focused on building the capability of staff to achieve the strategic directions in our School Plan. This was facilitated through participation in school development days and weekly Professional Learning sessions both in school, across the Warringah Community of Schools network and external providers. CPR and Emergency care accreditation was also updated by staff. The Visible Learning project was coordinated across the Warringah Community of Schools and built the capacity of middle

managers and aspiring middle managers to implement the program in their home schools. In 2016, Kambora had one teacher classified as a beginning Teacher and one teacher classified as a beginning teacher in their second year. The school received funds accordingly. Kambora had three new scheme teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation. Two teachers achieved accreditation at Proficient level. Two teachers also began the process of accreditation at Highly Accomplished level. Two teachers also participated in the Aspiring Executive program run in conjunction with the Peninsula Community of Schools, Northern Beaches Learning Alliance and Warringah Community of Schools.

## 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.

The school was part of Group 3 LMBR training and rolled over to the new financial system in September 2016. Prior to this date the school has used the OASIS financial system.

Figures entered below are not for a full financial year. Funds still to be expended from this source include casual teaching and professional learning claims.

| <b>Income</b>                  | <b>\$</b>         |
|--------------------------------|-------------------|
| <b>Balance brought forward</b> | <b>102 645.70</b> |
| Global funds                   | 150 508.74        |
| Tied funds                     | 107 505.58        |
| School & community sources     | 202 045.68        |
| Interest                       | 2 175.64          |
| Trust receipts                 | 17 681.85         |
| Canteen                        | 0.00              |
| <b>Total income</b>            | <b>582 563.19</b> |
| <b>Expenditure</b>             |                   |
| Teaching & learning            |                   |
| Key learning areas             | 28 753.03         |
| Excursions                     | 23 317.96         |
| Extracurricular dissections    | 46 564.03         |
| Library                        | 11 221.48         |
| Training & development         | 1 814.31          |
| Tied funds                     | 57 768.99         |
| Short term relief              | 28 109.88         |
| Administration & office        | 42 144.28         |
| School-operated canteen        | 0.00              |
| Utilities                      | 26 664.18         |
| Maintenance                    | 47 412.59         |
| Trust accounts                 | 19 040.65         |
| Capital programs               | 47 409.00         |
| <b>Total expenditure</b>       | <b>380 220.38</b> |
| <b>Balance carried forward</b> | <b>202 342.81</b> |

The school intends to use funds carried forward to supplement professional learning opportunities for staff in order to best meet the needs of student learning outcomes in line with the school's strategic plan. Funds will also be used for school maintenance and the purchase of resources to supplement student learning.



|                                       | 2016 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 0.00                    |
| <b>Revenue</b>                        | 262 597.74              |
| (2a) Appropriation                    | 209 306.05              |
| (2b) Sale of Goods and Services       | 416.78                  |
| (2c) Grants and Contributions         | 52 380.05               |
| (2e) Gain and Loss                    | 0.00                    |
| (2f) Other Revenue                    | 0.00                    |
| (2d) Investment Income                | 494.86                  |
| <b>Expenses</b>                       | -126 804.05             |
| Recurrent Expenses                    | -126 804.05             |
| (3a) Employee Related                 | -71 112.99              |
| (3b) Operating Expenses               | -55 691.06              |
| Capital Expenses                      | 0.00                    |
| (3c) Employee Related                 | 0.00                    |
| (3d) Operating Expenses               | 0.00                    |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 135 793.69              |
| <b>Balance Carried Forward</b>        | 135 793.69              |

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 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 1 407 451.22            |
| Base Per Capita       | 9 787.75                |
| Base Location         | 0.00                    |
| Other Base            | 1 397 663.47            |
| <b>Equity Total</b>   | 56 353.55               |
| Equity Aboriginal     | 0.00                    |
| Equity Socio economic | 2 957.56                |
| Equity Language       | 5 474.64                |
| Equity Disability     | 47 921.35               |
| <b>Targeted Total</b> | 22 669.99               |
| <b>Other Total</b>    | 6 944.25                |
| <b>Grand Total</b>    | 1 493 419.01            |

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

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

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### NAPLAN

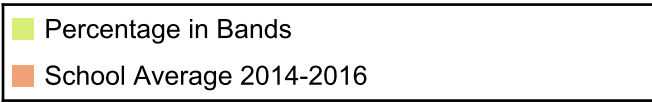
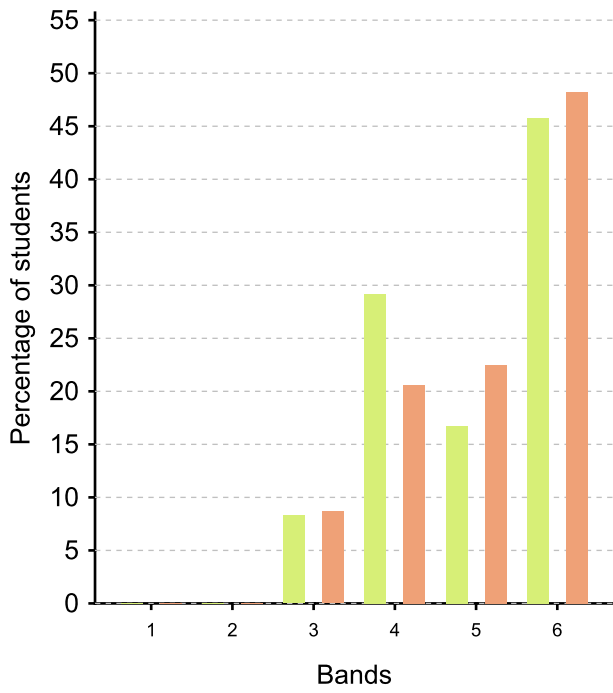
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Naplan results in 2016 reflect a majority of students performing in the top bands. 2017 will see a focus on moving more students within the top two bands.

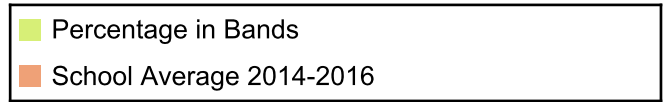
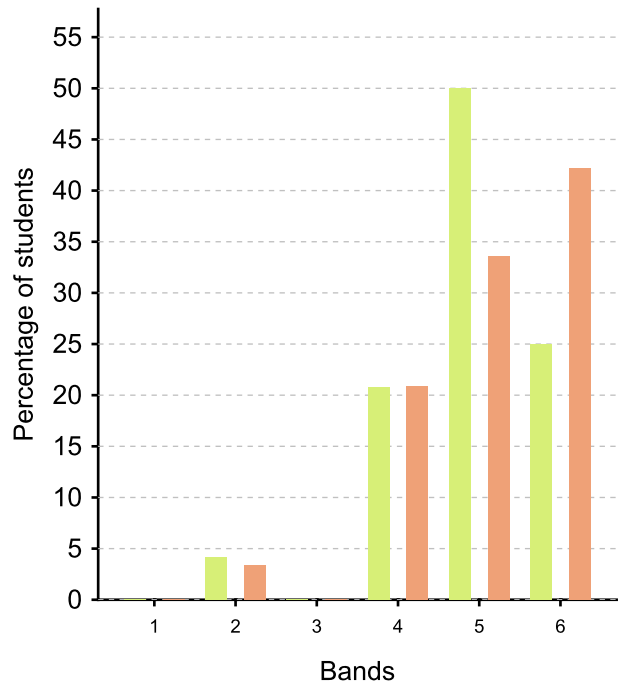
<You may choose to use this text box to comment on literacy NAPLAN data>

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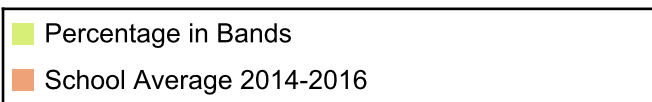
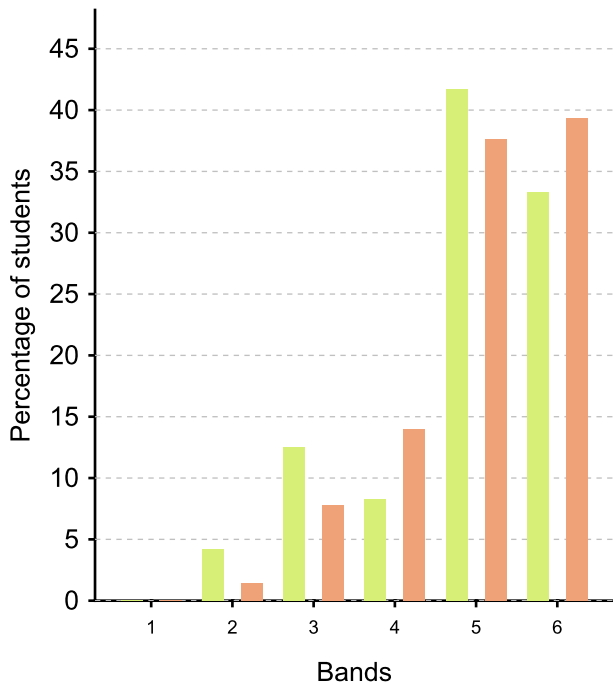
**Percentage in bands:**  
Year 3 Grammar & Punctuation



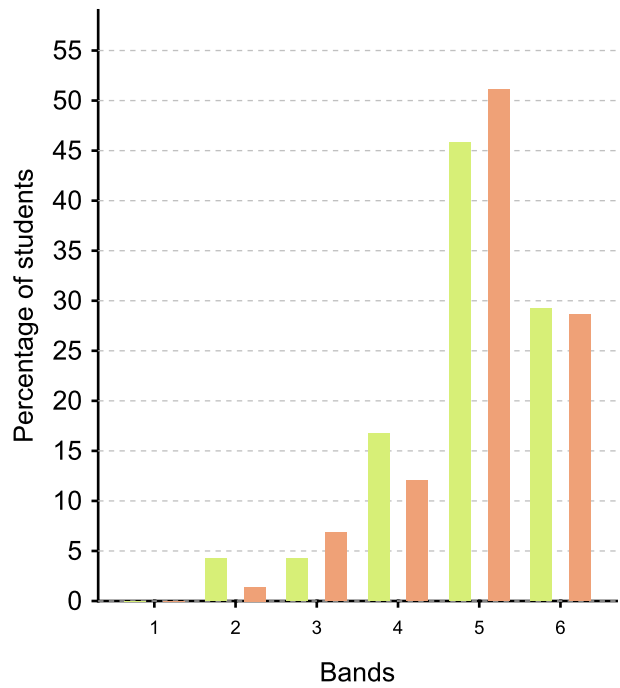
**Percentage in bands:**  
Year 3 Spelling



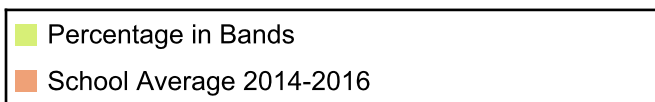
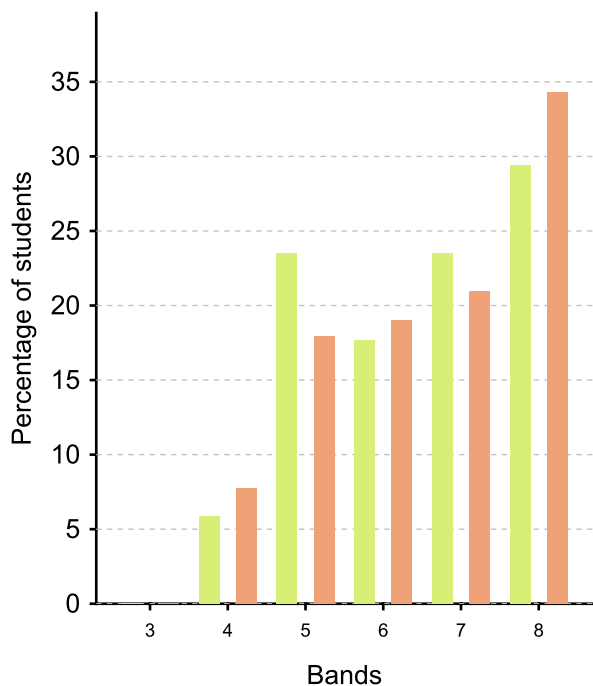
**Percentage in bands:**  
Year 3 Reading



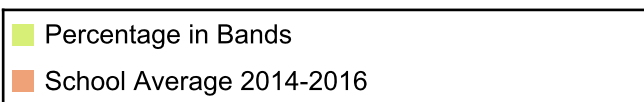
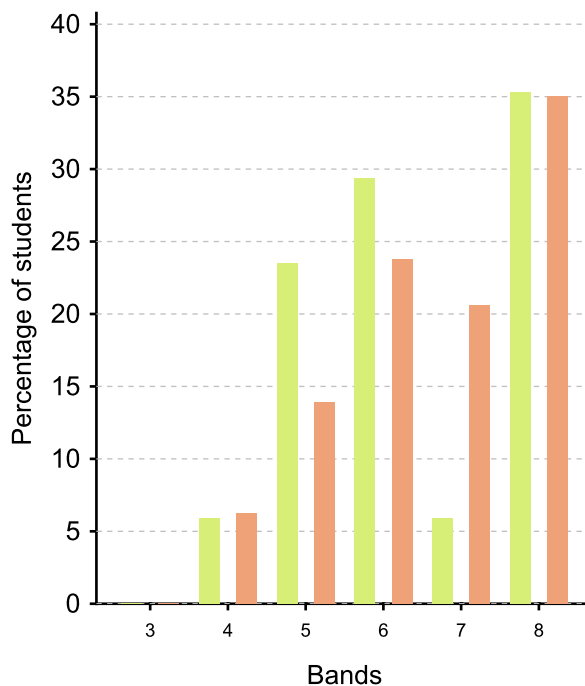
**Percentage in bands:**  
Year 3 Writing



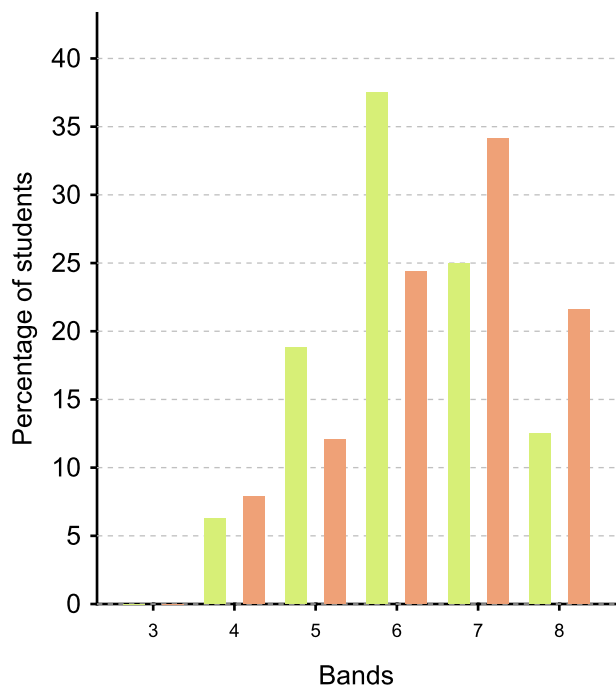
**Percentage in bands:**  
Year 5 Grammar & Punctuation



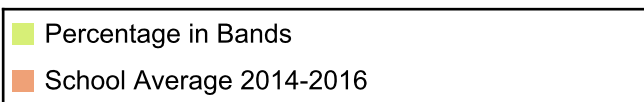
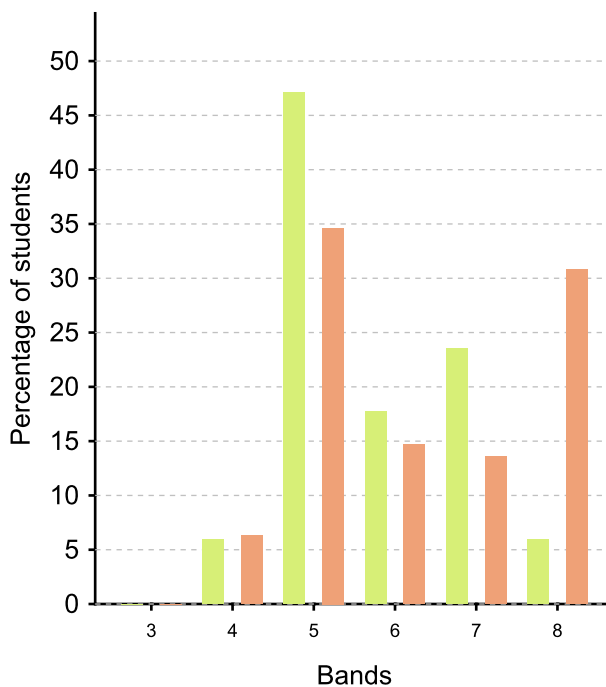
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



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.

In 2016, in accordance with the Premier's priorities: Improving education results, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy.

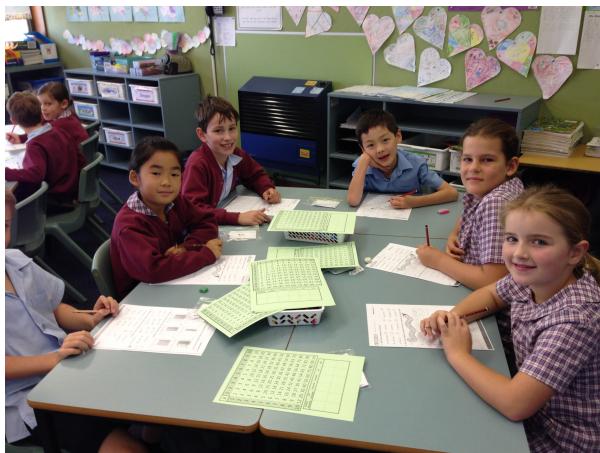
In Year 3 Reading, whilst the majority of students continue to perform in the top two bands, we need to continue to apply strategies move students from Band 5 to band 6 (the top band) 77% of students achieved in the top two bands.

Writing continues to be a strong focus with numbers slightly up in the top band this year. Overall Kambora students perform in the top two bands. 75% of Year 3 students performed in the top two bands in Spelling.

Grammar and punctuation will be an area of focus in 2017 as although students continue to achieve well, the percentage in the top band has dropped in both Years 3 and 5.

In Spelling, a greater percentage of Year 5 students have moved into the top band. There was a decrease for writing and reading.

The percentage of students in the top two bands for Numeracy in both Years 3 and 5 remains above state averages, although slightly down on the previous year.



## Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the impact of Visible Learning on student achievement in writing, as well as the development of a positive mindset towards learning.

As this project was the school's major focus in 2016, and is an integral part of the school's 2015–17 Strategic Planning, relating to increased student achievement in literacy and numeracy through a whole school approach that equips students with the ability to think strategically, problem solve and to be creative and divergent thinkers who are actively engaged in their learning, it is essential that the school gauge the impact of the project on students, staff and the community.

The school received 35 parent responses. Students in Year 2 –6 completed paper responses and students in Year 1 were interviewed by their class teachers.

The responses highlighted a general knowledge and or awareness of the Visible Learning Project.

Staff and student responses were generally in line; however; the parent responses indicated a need to inform parents more about the project.

Whilst parent responses indicated an awareness of Visible Learning, there was a need to explain the project in greater depth to parents in terms of its impact on student learning.

Students indicated that they felt that their writing had improved due to a greater understanding of what they were learning about, why they were learning it and what they needed to do to improve their writing. The majority of students stated that having learning goals helped them to be more successful writers and that feedback and conferencing were important to factors in that improvement. They felt more engaged and enjoyed writing more.

Students also responded extremely well to the development of growth mindset. The Learning Pit has become a regularly tool to motivate students, building resilience and the ability to persist with challenging tasks.

Staff overwhelmingly reported an increase in student achievement and learning outcomes. Staff indicated that Visible Learning has allowed students to take responsibility for their learning, achieve higher clusters on the Literacy Continuum and improve the quality of their writing

The positive impact of Visible Learning on the quality of students' writing is evident through comparison of work samples taken from Term 1 and Term 3.

Staff noted that the students work has moved well beyond the benchmark levels of the previous years and resulted in the need to review student achievement levels for each stage group.

In 2017, students will learn how to peer conference in order to support learning goals.

Staff will undertake more professional learning on student and teacher feedback in order to develop a greater depth of understanding of feedback to promote student learning. The school will create visual information boards in the school corridors to inform and showcase key focus areas.

2017 will be a time of consolidation of our Visible Learning project, with staff implementing Visible Learning strategies across curriculum areas.



## Policy requirements

### Aboriginal education

In 2016, two staff members participated in the inaugural Warringah Community of Schools Aboriginal Education Advisory Group. This group brought together staff both indigenous and non-indigenous to support Aboriginal education and Aboriginal students across our community of schools. Staff attended Acknowledgement of Country workshops supported by Department of Education Aboriginal Curriculum officers. A number of staff also received training in '8 Ways Pedagogy' with the aim of introducing this program to their schools. In September, the group organised a combined excursion to West Head for Indigenous students in the community of schools. 25 staff and students attended. Mr Dave Lardner, Aboriginal Curriculum Officer led the group as they experienced an increased awareness of culture and country.

At Kambora PS, staff programs are designed to promote quality teaching and the inclusion of Aboriginal perspectives and content across KLAs so that all students are educated about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. Students celebrated NAIDOC Week in July and participated in the 'Great Book Swap' to raise funds for Indigenous Literacy.



### Multicultural and anti-racism education

Kambora PS ensures that all students are developing an understanding of inclusivity and respect, particularly

through the PBL program that encourages respect, responsibility and personal best for all.

In March each year, Kambora celebrates Harmony Day. Students demonstrated cultural respect for everyone who calls Australia home by wearing orange clothing. The students also participated in buddy activities that strengthened their understanding of how Australians from diverse backgrounds equally belong to this nation and enrich it. Again this year, the SRC sold orange bandanas to raise funds for Stewart House.

Japanese language lessons supported by the school community, teach students about Japanese language and culture. Japanese students from Davidson High School assisted in language classes as part of the DHS ISET program. Kambora Students benefited from this interaction during class and at lunchtime as it provided them with the opportunity to practice speaking Japanese.

As part of the school's music program and in conjunction with Japanese cultural studies, the Taiko Drumming Group visited Kambora. Students experienced traditional Japanese drumming that has been part of Japanese heritage for centuries.