

# Kangaloon Public School

## Annual Report



2017



2255

## Introduction

The Annual Report for **2017** is provided to the community of **Kangaloon 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.

Sarah Leicester

Principal

### School contact details

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### Message from the Principal

Our focus in 2017 has continued to be on developing students as individuals, catering for a wide range of student needs and on improving student learning outcomes. It has been another busy and enjoyable year at Kangaloon Public School, full of achievements.

This year has seen a change in leadership as Monica Thomas, Kangaloon's substantive principal has taken a year of leave. Mrs Vicki Stokes became the relieving principal at the beginning of the year but then was successful in gaining a substantive principal position of her own, at the end of term one. It has been with great pleasure that I have been allowed the opportunity to relieve as principal for the remainder of the year.

We have immersed ourselves in quality units of work this year including units exploring the early settlement of Australia, the geographical features of Australia and the history and future of communication technology. We have also explored scientific, mathematical and engineering concepts by introducing STEM activities to our classrooms. Our primary class also embarked on a project-based unit called Awesome Aussies. There have been numerous excursions and special days to enhance the children's learning on these topics.

Kangaloon Public School successfully provides outstanding opportunities for our children because of the talents and dedication of our staff, parents and community members. I would like to acknowledge the hard work and dedication of our staff, Mrs Lyn Dunn, Mrs Alissa Whatman, Mrs Sally O'Dwyer and Mr John Anderson. Your enthusiasm and commitment to our whole school community is truly valued as is the collegiality and dedication demonstrated every day. There are many people who contribute to the running of our school. Parents who help out with canteen, banking, fundraising, transport, soup days, the garden and co-op, craft and music. We have an active P&C who go above and beyond to support the school and whose hard work, innovations and ideas, make things happen. A new fundraiser was introduced to Kangaloon Public School this year, the Wildwood Dinner which generously raised funds for our new Maker Space resources for future focused learning. I would also like to acknowledge the ongoing support of Mr Stephen Spence and the Mittagong RSL. We really appreciate your generosity and involvement with our school and especially your assistance this year, in gaining a grant to help replace an expensive interactive whiteboard in the primary classroom.

When we look back at our year and celebrate our achievements we reflect on the wide variety of valuable experiences we have had at Kangaloon Public School, in and out of the classroom. These include excursions to Elizabeth Farm and Fitzroy Falls. The students have experienced wonderful cultural experiences like Oz Opera, Musica Viva, our entertaining Kangaloon's Got Talent and the Robin and the Sherwood Hoodies performance. Kangaloon Public School has provided our students with a wonderful range of sporting events, carnivals, gala days, gymnastics and swimming opportunities. We would like to thank Mrs Sally O'Dwyer for organising extra sporting opportunities this year by gaining sport grants for our school.

## School background

### School vision statement

At Kangaloon Public School our commitment is to ensure that quality teaching and learning are the focus of our classrooms. We assist students to fully develop their talents and capacities and aspire to be the best that they can be.

### School context

At Kangaloon Public School we have a strong, committed Parents and Citizens Association that is keen to work to improve the school for their children. The school and community work together as partners in providing excellence in education and promoting good citizenship.

We believe that all children can learn and we are committed to fostering success by providing students with the knowledge, understanding, skills and values to become active citizens. Our commitment is to ensure that quality teaching and learning are the focus of our classrooms. We assist students to develop the foundations for lifelong learning and prepare them for transition to high school. We aim to provide an education that engages students in a range of interesting and challenging educational programs.

We provide a safe, secure, disciplined and quality learning environment.

We ensure that the students have appropriate information and communication technologies skills to meet their educational needs.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from our 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.

This year our school determined that we are delivering quality education to all students in the learning domain. In the domains of teaching, all staff are committed to implementing the most effective explicit teaching methods and demonstrate delivering in this area. In the domain of leading, the school demonstrates evidence of delivering quality education leadership and management of resources.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

All students are supported to reach their potential. Teachers have the capacity to meet the diverse needs of students. They provide pedagogy for the 21st century. Students are literate and numerate users of technology. They are encouraged to think deeply and logically, and can collaborate and work in teams and communicate their ideas.

#### Overall summary of progress

Extensive review of internal and external data indicates that our students are achieving milestones according to the literacy and numeracy continuums. Progress monitoring ensured that all staff are recording student progress in PLAN. A cycle of peer observations was maintained with the purpose of ensuring best practice teaching methods are delivered to all our learners.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff demonstrating proficiency and progressive development against the national professional standards	\$5,097 Professional learning funds	A member of staff is working towards maintenance at proficiency. Other pre 2004 staff are working towards becoming accredited in 2018.
All staff are using their individualised Performance and Development Plans (PDPs) and engaging in professional dialogue.	\$2,641 Quality Teachers Successful Students funding	100% staff have participated in the Professional Development Framework process. They have written a professional development plan, have been observed teaching during the year and participated in mandatory and voluntary professional learning. They meet national professional standards.
100% of students display a minimum of 1 year's progress per year of teaching as measured against the Literacy and Numeracy Continuums.	Literacy and Numeracy funds \$897 Library resources purchased.	Using the Literacy and Numeracy continuums, we demonstrate evidence of 90 % of students are displaying a minimum of 1 year's progress.

#### Next Steps

In planning the 2018–2020 plan we will plan for extensive professional learning of all staff across literacy and numeracy. The learning progressions will be introduced in 2019. We expect student achievement to remain a focus for improvement.

## Strategic Direction 2

### Inclusive and Positive School Culture

#### Purpose

The community works in a diligent and systematic way to embed a system of values that builds highly developed social conscience and a culture of success.

The well-being of students and staff is valued and enhanced.

A diverse range of opportunities is provided to develop engagement and success in a wide variety of endeavours.

#### Overall summary of progress

During 2017, due to two leadership changes within the school executive, some previous well being programs were re evaluated and seen to be unnecessary for this small school setting, where staff are able to immediately interact with student need. A diverse range of opportunities were continued to develop engagement and success within the school setting covering academic, sporting and wellbeing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School welfare data indicates less than 3 instances per term of students being placed on time out.	Positive Behaviour for Success funds \$200	100% students K–6 demonstrate on task behaviours during instruction periods.  Students continue to demonstrate success with the development of social skills.
Student surveys report no instances of bullying or exclusion.	Nil	During 2017 students completed the Tell Them From Me Survey indicating that there were no instances of bullying or long term exclusion at our school.

#### Next Steps

This strategic direction will not continue into 2018–2020 school plan. Instead, the school will work towards enhancing individual self esteem and aspirational leadership qualities through the identification of specific values and implementation of strategies e.g. Positive Behaviour For Learning.

## Strategic Direction 3

### Connected School Community

#### Purpose

The students benefit from the school's planned and proactive engagement with the parent and broader community. All stake holders have the opportunity to engage with the school and support students in academic, cultural, social and sporting pursuits.

Students, parents and teachers value representing the school in the broader community and the school's reputation is enhanced by their involvement

#### Overall summary of progress

Our school is directly connected to its school community. During 2017, parents rated the school highly for satisfaction of student learning needs and community engagement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of families are engaged with the development of their children's Personalised Learning Plans.	Nil	Each child within our school has a collaboratively planned individual learning plan. Parents, staff and students meet regularly throughout the year to monitor and provide feedback on student progress. This improvement measure has been achieved.
100% of families attend parent teacher interviews.	Nil	This improvement measure has been achieved.
School enrolment numbers will be maintained above 30 students.	Nil	In 2017 we had 32 students at Kangaloon Public School.

#### Next Steps

This strategic direction will not be continued in the 2018–2020 plan. This strategic direction has been very successful and these practices are now embedded.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1604	All students have Personalised learning plans. This money was used to release the classroom teacher to work with parents and students to write and monitor this plan.
<b>Low level adjustment for disability</b>	\$12,414	Available funds were used to add to the time allocation of the learning and support teacher.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$2641	These funds were used for teachers to jointly plan, observe and provide feedback on a series of lessons during terms three and four.
<b>Socio-economic background</b>	\$1972	These funds were utilised to provide additional support for excursions and to support students who were unable to meet financial payments on extra curricular activities.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	16	16	17	16
Girls	15	18	18	16

Student enrolment is declining. At the end of 2017 we will lose six Year Six students to high school and only gain two students in Kindergarten in 2018.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	97.6	91.1	96.7
1	94.2	92.9	97.8	95.9
2	96.1	95.2	91.4	93.1
3	98	97.4	95.2	94.3
4	93.2	96.7	93.3	96
5	98.2	93.4	94.1	93.9
6	85.7	95.2	92.2	92.8
All Years	94.8	95.6	93.8	94.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Student attendance is excellent. All departmental policies and procedures are followed to ensure this is the case.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

\*Full Time Equivalent

There are currently no Aboriginal members of staff at Kangaloon Public School.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

Staff attended all mandatory professional learning such as Code of Conduct, Child Protection, CPR and Anaphylaxis. Additional professional learning was provided in weekly meetings. Our main focus included teachers responding promptly to student work and being able to provide explicit, quality feedback alongside high expectations as identified by the CESE research on 'What Works Best – Evidenced Based Practice'.

Kangaloon Public School has one teacher who is maintaining accreditation at proficient. During 2017, all staff commenced readiness activities in preparation for their own accreditation journey commencing in 2018.

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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	18,510
<b>Revenue</b>	474,581
Appropriation	440,330
Sale of Goods and Services	592
Grants and Contributions	33,440
Gain and Loss	0
Other Revenue	0
Investment Income	219
<b>Expenses</b>	-446,231
Recurrent Expenses	-446,231
Employee Related	-378,016
Operating Expenses	-68,215
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	28,350
<b>Balance Carried Forward</b>	46,860

At Kangaloon PS all finances are organised in consultation with DoE policies and procedures. All financial information is distributed to parents at a term two parent and community meeting. Further details concerning the statement can be obtained by contacting the school.

In 2017 we saw the need to replace two interactive whiteboards and the school photocopier. There are over \$5000 of outstanding orders for the school makerspace items and classroom readers that have been ordered from 2017 funds. We have \$5000 of accrued funds for equipment replacement. We were cautious with spending money during the year due to several changes in leadership and a department overcharge of wages which they have now reimbursed.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	416,111
Base Per Capita	5,349
Base Location	1,660
Other Base	409,103
<b>Equity Total</b>	15,989
Equity Aboriginal	1,604
Equity Socio economic	1,972
Equity Language	0
Equity Disability	12,414
<b>Targeted Total</b>	0
<b>Other Total</b>	3,844
<b>Grand Total</b>	435,944

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

## School performance

### NAPLAN

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

Year 3 students demonstrate high levels of achievement in the complex areas of punctuation and grammar. Year 5 students have continued to develop skills in grammar and punctuation.

Both Year 3 and Year 5 students demonstrate high level skills in Numeracy. Year 3 are following the State trend of improvements in Numeracy.

Due to the reporting requirements specified in the Commonwealth Schools Assistance Regulations 2005, we were unable to display graphs as there were less than 10 students who completed testing. The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

## Parent/caregiver, student, teacher satisfaction

In August, 16 students from years 4 to 6 completed the Tell Them From Me Survey which includes measures of student engagement alongside the drivers of student outcomes.

*Social engagement:* Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. 71% of students stated they had positive relationships at school with 71% feeling they 'belonged'.

*Institutional engagement:* Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long-term success and this view is reflected in their classroom and school behaviour. 86% valued their schooling.

*Intellectual engagement:* Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails using higher-order thinking skills, to increase understanding, solve complex problems and construct new knowledge. 79% of students indicated they were interested and motivated to learn with 86% rating the quality of their instruction highly.

*Drivers of student engagement:* School-level factors consistently related to student engagement are quality instruction, teacher-student relations, classroom learning climate and teacher expectations for success. 77% of students said they had high expectations for success.

In 2017 the majority of the school community felt that:

- Kangaloon Public School is a well resourced school
- the school has a strong connection to its community and welcomes parent involvement
- the school maintains a focus on literacy and numeracy
- Kangaloon Public School offers a wide range of programs e.g. sport, music, visual arts, technology, performing arts, excursions and incursions
- the students are the schools main concern and that happy and healthy students who love going to school are catered for well and nurtured.

All Aboriginal students are demonstrating progress utilising the Literacy and Numeracy Continuums. Aboriginal culture is taught in the context of cross curricular perspectives including novel studies, history and geography units. Aboriginal culture is celebrated in events such as excursions e.g. Fitzroy Falls and the Small Schools Aboriginal Cultural Day in term four.

## Multicultural and anti-racism education

Multicultural perspectives are integrated across the curriculum in order to develop the knowledge, skills and values required for our culturally diverse society. The students are taught to embrace and appreciate the cultural diversities of the school and local community. In Geography, students investigated the features of Australia and other countries in the world. History topics allowed students to share their family backgrounds with their peers. Project based learning opportunities such as in the primary class 'Awesome Aussie' unit, allowed students to celebrate diversity and success of famous Australians from diverse backgrounds.

## Policy requirements

### Aboriginal education