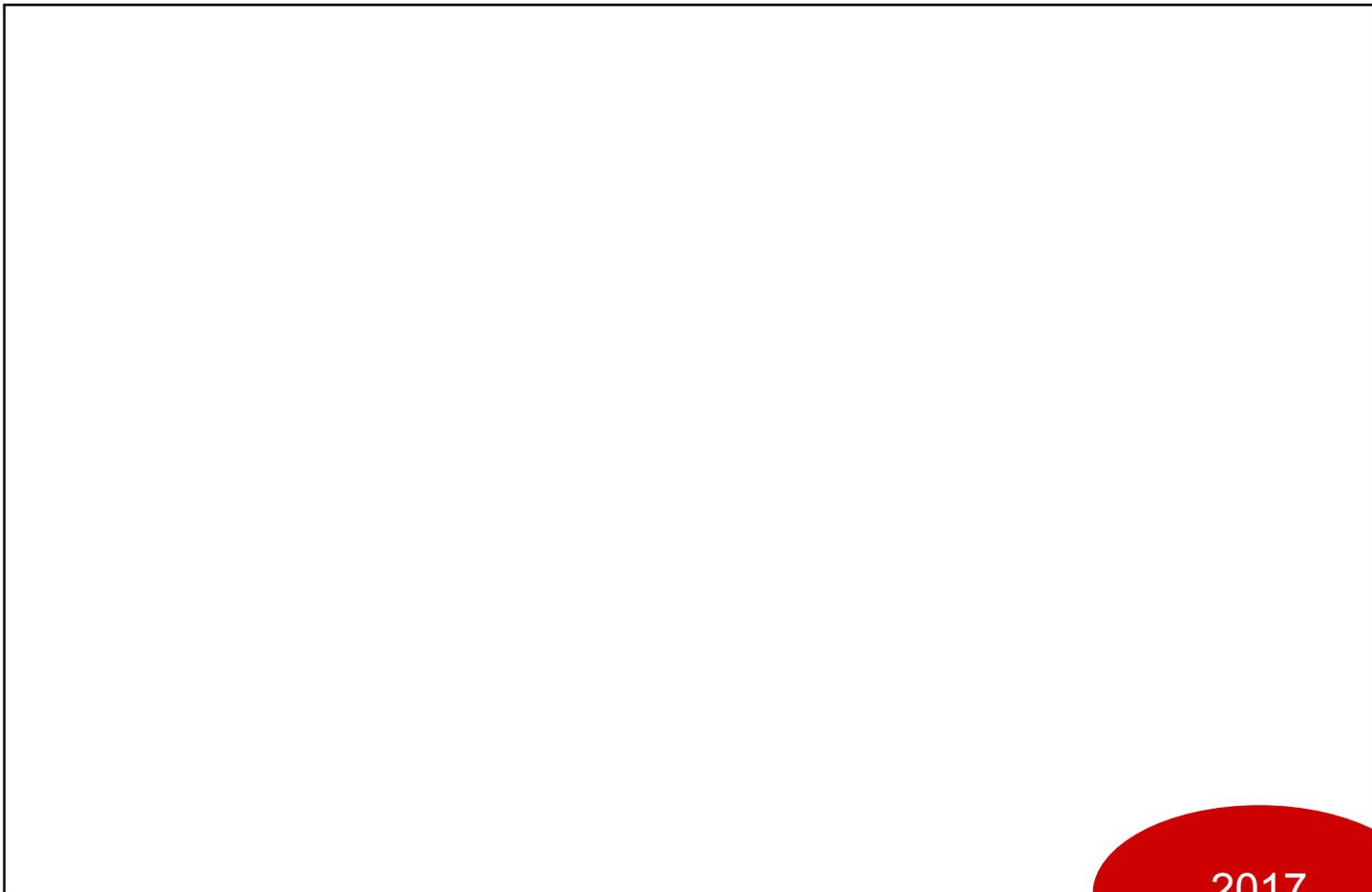


# Kangaroo Valley Public School

## Annual Report



2017



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## Introduction

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

Andrew Smee

Principal

### School contact details

Kangaroo Valley Public School

Moss Vale-Nowra Rd

Kangaroo Valley, 2577

[www.kangaroo-p.schools.nsw.edu.au](http://www.kangaroo-p.schools.nsw.edu.au)

[kangaroo-p.School@det.nsw.edu.au](mailto:kangaroo-p.School@det.nsw.edu.au)

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## School background

### School vision statement

Kangaroo Valley Public School is a school striving for excellence and one that provides quality education in a nurturing, community-focused environment. We strive to deliver quality educational and wellbeing programs that cater for the needs of all our students. The students are literate and numerate and have the skills to equip them to positively engage with the Kangaroo Valley community, the skills for future-focused learning, and the skill for their high school transition and beyond. The school has valuable and established partnerships with the community, the Shoalhaven Small Schools Network and the school is a proud member of the Shoalhaven Community of Schools.

### School context

The school is situated in a picturesque rural village and surrounded by lush bushland and dairy farms. Our school supports students to strive for excellence in academic, sporting, community and cultural endeavours. The school draws students directly from the Kangaroo Valley area.

There is significant community involvement through local initiatives and partnerships with businesses and organisations. The parents are active participants with a very effective P&C that not only raises significant funds to assist with school resources, but has a significant and valued voice in the school.

### Self-assessment using the School Excellence Framework

The School Excellence 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 undertook self-assessment using the elements of the School Excellence Framework.

**Our strategic goals are aimed at moving from the delivery phase through to a minimum standard of maintaining and growing and then into excelling in the areas of Leading, Teaching and Learning.**

**Learning** – From Kindergarten to Year 6 our school focus is on rich and varied learning experiences, delivered by a professionally trained staff with a wealth of educational experiences behind them. As a school we have evidence to support our confidence in the *delivery, maintaining and growing* and also *excelling* in aspects of wellbeing, curriculum and learning, assessment and reporting and student performance measures. Throughout the year we continued to critique our sharing of information with our peers and parent community, our use of student assessment and data, our cross stage planning and targeted professional development.

**Teaching** –As a school striving for excellence in teaching, we value the professionalism and variety of teaching experiences the school staff bring to our classrooms. The staff is committed to not only working collaboratively with each other (and also with peers from our small schools network and larger primary schools) but also sharing our teaching practices that encourage engagement and learning growth. We assess our own teaching against the Board of Studies, Teaching and Educational Standards to maintain a high standard of content delivery. We are confident that we are *delivering and maintaining and growing* within the Teaching elements.

**Leading** – As a school striving for excellence in our teaching and learning programs, it is extremely important to maintain a high standard of educational leadership. We identified that the school's educational leadership has to be driven by positive delivery of departmental policy(linked to teaching and learning outcomes) and also current educational pedagogical research. It was evident that our school has successfully managed our annual resource allocation and accountability requirements. We can confidently state that we are both *delivering and sustaining and growing* a self-sustaining and self-improving small school community willing to challenge both staff and students to reflect on their teaching and learning and challenge themselves on a daily basis.

## 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 and participated in an external validation. 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. During the external

validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Kangaroo Valley Public School is both delivering and sustaining and growing in the domains of Learning, Teaching and Leading.

Our self-assessment and the external validation 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

Successful Students Today who are Prepared for Tomorrow

### Purpose

Our purpose is to provide a nurturing school that reflects the motto, "Happiness Through Helping". Our school supports student expectation to strive for excellence in academic, creative and sporting pursuits. Students will develop skills to become more confident, creative and collaborative and integrate technology in readiness for a 21st century society.

### Overall summary of progress

Kangaroo Valley Public School students a

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>All students have an electronic portfolio with evidence of achieved outcomes and a record of students' understanding of their own learning. These include work samples, film and photos.</li></ul>	<p>The school's technology for Learning allocation was supported by the purchase of laptops</p> <p>Staff Professional Development was in this area was supported by spending \$800.00 on sending K.V.P.S staff members to professional development in this area.</p>	<p>K.V.P.S students were able to use personal computers and tablets to enhance their understanding of current I.T software used to plan and produce work samples.</p>
<ul style="list-style-type: none"><li>Students' growth is at least 1 year per year progression according to internal data(literacy and numeracy continuum) and external data (NAPLAN). Students who are above or below that expected level will have a Personalised Learning Plan.</li></ul>		

### Next Steps

The school will continue to look to future-focused learning for its students through the use of technology platforms and flexible learning spaces. supported by evidence based, pedagogical success.

## Strategic Direction 2

An Expert Teaching Team

### Purpose

Our purpose is to strive for excellence in our teaching programs. The teachers are engaged in educational research and are committed to continuous improvement. They have a deep understanding of how students learn and are committed to the content they teach, through differentiated learning pathways.

### Overall summary of progress

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff to engage in research and evidence of John Hattie's 'Visible Learning' and introduce aspects of it into teaching practice.		Staff have continued to use many aspects of John Hattie's 'Visible Learning' in the classroom practice. The use of explicit learning intentions for teaching and learning activities and reflective practices for students.
Staff to engage in collaborative feedback form peers, school leaders (Growth Coaching) and students to improve teaching practice.		

### Next Steps

### Strategic Direction 3

School–Community Partnerships that Embrace Learning and Well–being

#### Purpose

Our purpose is to build partnerships with parents, local businesses and community organisations to improve outcomes for students. The Kangaroo Valley community embraces the belief that “it takes a village to raise a child” to enhance well–being and maximise opportunities for all students.

#### Overall summary of progress

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School promotes achievements in local media, monthly  Evidence of community involvement is collected regularly and stored centrally.  Students are engaged in evaluating success of specific school community interactions.  The engagement team meets termly to explore and evaluate ways to promote and communicate with the community.		

#### Next Steps

<b>Key Initiatives</b>	<b>Resources (annual)</b>	<b>Impact achieved this year</b>
<b>Aboriginal background loading</b>		
<b>English language proficiency</b>		
<b>Low level adjustment for disability</b>		
<b>Quality Teaching, Successful Students (QTSS)</b>		
<b>Socio-economic background</b>		
<b>Support for beginning teachers</b>		
<b>Targeted student support for refugees and new arrivals</b>		
<b>Stephanie Alexander Kitchen Garden</b>		
<b>Environmental Education – Landcare</b>		

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	44	44	36	41
Girls	52	53	45	39

Our student enrolment draws directly from the boundaries of the Kangaroo Valley area itself. Since 2014 the total school enrolment has declined. In 2017 the total school enrolment was 80 students. The majority of our Kindergarten enrolment comes from the Kangaroo Valley Pre school with additional enrolments coming from families that arrive in Kangaroo Valley.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.6	90.1	92.3	89.4
1	96.8	92.8	91.8	95.7
2	95.9	94.9	93.2	94.5
3	96.4	93.1	96.5	94.7
4	98.2	94.5	96	95.1
5	97.7	96.2	94.6	94.4
6	94.9	95.6	95.4	96.1
All Years	96.2	94	94.5	94.5
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

Our school attendance rate was above that of state average for the 2017 school year. Non attendance is handled in line with Department of Education attendance policies whereby parents and carers are expected to communicate reasons for non attendance

of their children on any given school day. Parents and carers are reminded of the school's attendance expectations at the start of each term via our school newsletter.

Students are encouraged to attend school every day of each school term by their teachers and the principal and the vast majority of the parent/carer community support this.

- describe how non-attendance is handled by your school
- report on the outcomes of programs designed to improve student attendance

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### Class sizes

Class	Total
KINDER_1	13
YEAR 2_3	18
YEAR 3_4	23
YEAR 5_6	26

### Structure of classes

Our classes in 2017 were set up in direct relation to the number of students in the school. All four classes were composite classes and existed of a Kindergarten/Year One, Year Two/Three, Year Three/Four and a Year Five/Six.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	3.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.46
Other Positions	0

\*Full Time Equivalent

Kangaroo Valley Public School has no staff that identify as Aboriginal and Torres Strait Islander

### Teacher qualifications

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

### Teacher qualifications

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

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	46,015
<b>Revenue</b>	827,533
Appropriation	761,152
Sale of Goods and Services	563
Grants and Contributions	65,092
Gain and Loss	0
Other Revenue	0
Investment Income	726
<b>Expenses</b>	-861,452
Recurrent Expenses	-861,452
Employee Related	-760,941
Operating Expenses	-100,511
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-33,919
<b>Balance Carried Forward</b>	12,096

### Kangaroo valley Public School

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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## 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>	712,032
Base Per Capita	12,379
Base Location	3,363
Other Base	696,290
<b>Equity Total</b>	35,776
Equity Aboriginal	7,454
Equity Socio economic	3,597
Equity Language	528
Equity Disability	24,196
<b>Targeted Total</b>	0
<b>Other Total</b>	6,209
<b>Grand Total</b>	754,017

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

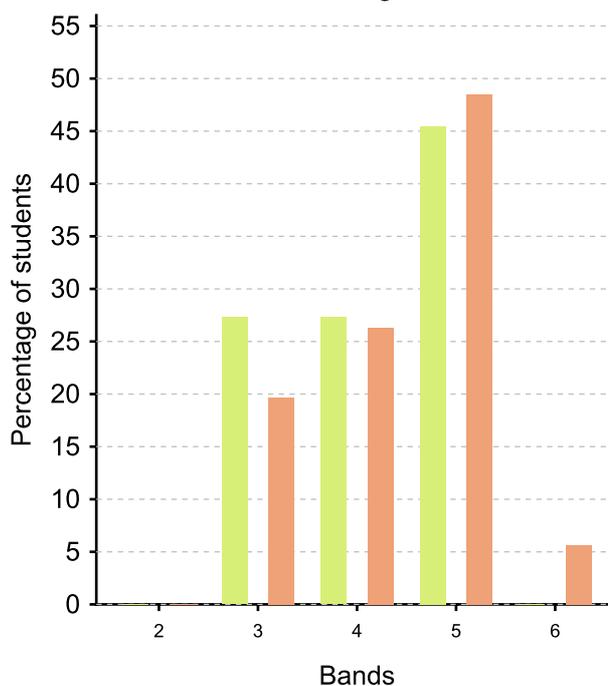
### NAPLAN

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.

<Use this text box to comment on literacy NAPLAN data>

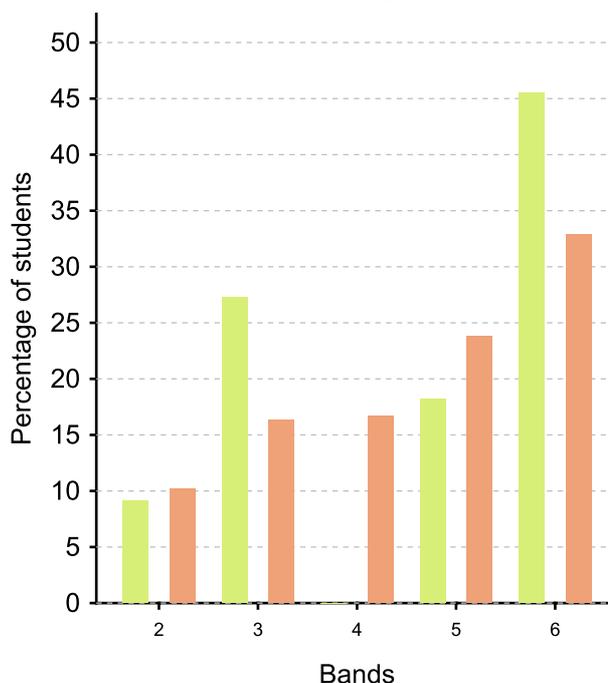
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Percentage in bands:  
Year 3 Writing



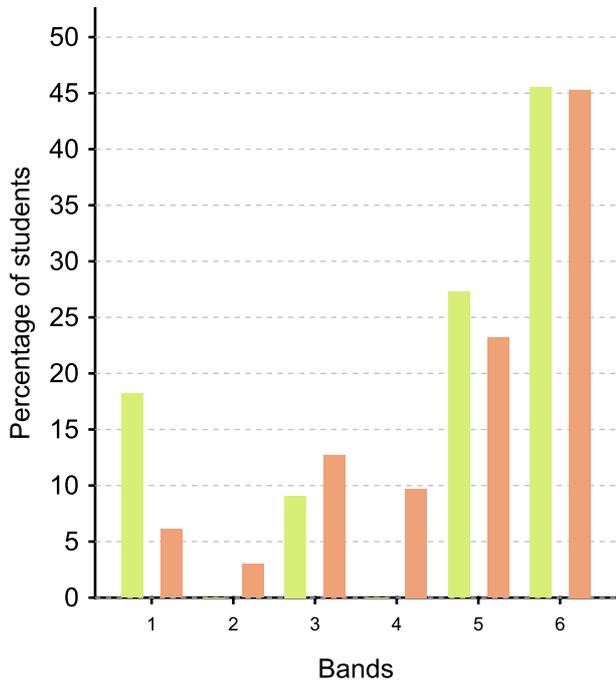
Band	2	3	4	5	6
Percentage of students	0.0	27.3	27.3	45.5	0.0
School avg 2015-2017	0.0	19.7	26.3	48.5	5.6

Percentage in bands:  
Year 3 Spelling

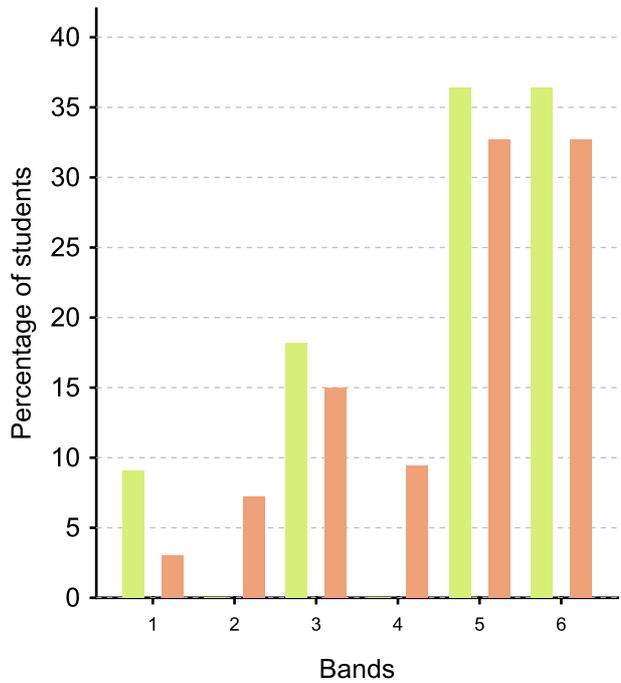


Band	2	3	4	5	6
Percentage of students	9.1	27.3	0.0	18.2	45.5
School avg 2015-2017	10.2	16.3	16.7	23.8	32.9

**Percentage in bands:**  
Year 3 Reading



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

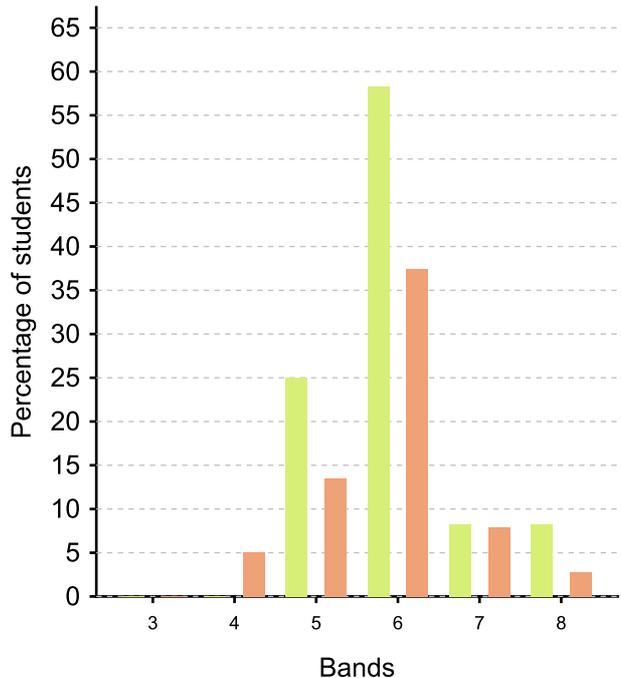


Band	1	2	3	4	5	6
Percentage of students	9.1	0.0	18.2	0.0	36.4	36.4
School avg 2015-2017	3.0	7.2	15.0	9.4	32.7	32.7



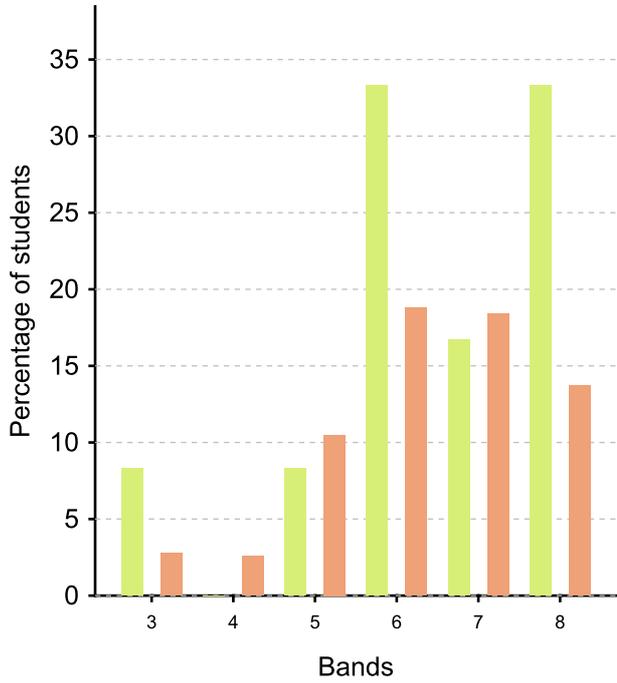
Band	1	2	3	4	5	6
Percentage of students	18.2	0.0	9.1	0.0	27.3	45.5
School avg 2015-2017	6.1	3.0	12.7	9.7	23.2	45.3

**Percentage in bands:**  
Year 5 Writing



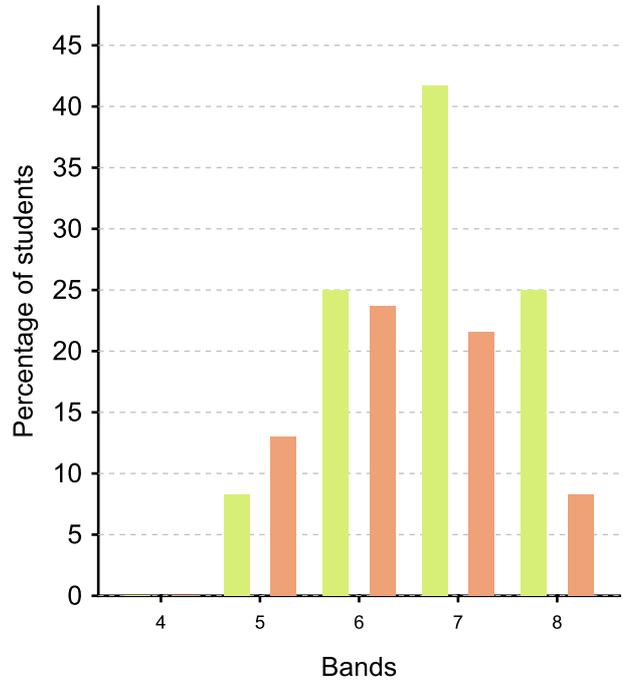
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	25.0	58.3	8.3	8.3
School avg 2015-2017	0.0	5.1	13.5	37.4	7.9	2.8

**Percentage in bands:**  
Year 5 Spelling



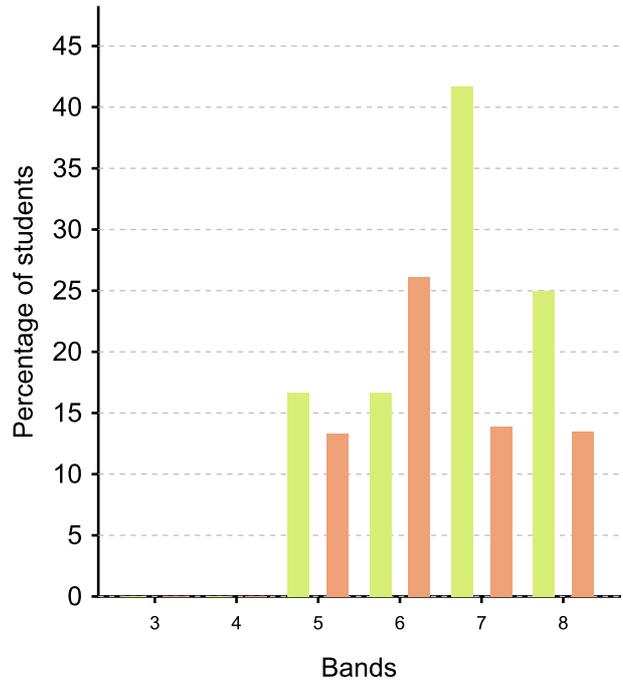
Band	3	4	5	6	7	8
Percentage of students	8.3	0.0	8.3	33.3	16.7	33.3
School avg 2015-2017	2.8	2.6	10.5	18.8	18.4	13.7

**Percentage in bands:**  
Year 5 Reading



Band	4	5	6	7	8
Percentage of students	0.0	8.3	25.0	41.7	25.0
School avg 2015-2017	0.0	13.0	23.7	21.6	8.3

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

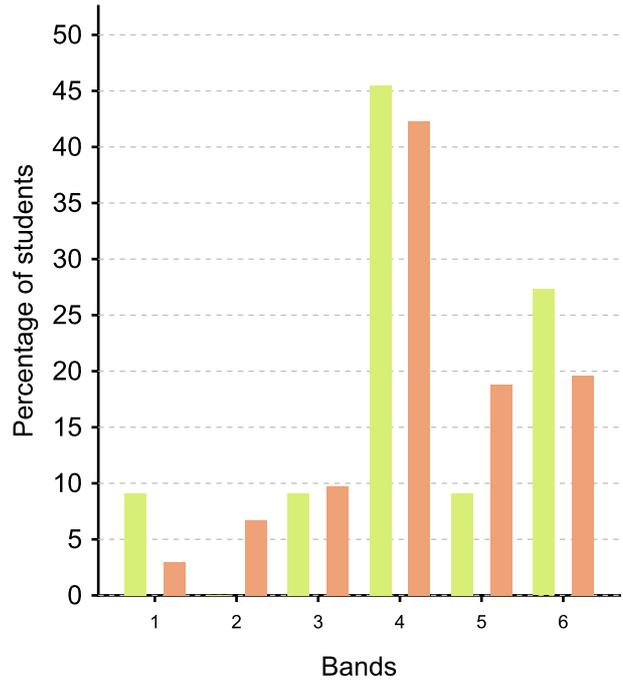


Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	16.7	16.7	41.7	25.0
School avg 2015-2017	0.0	0.0	13.3	26.1	13.9	13.5

<Use this text box to comment on numeracy NAPLAN data>

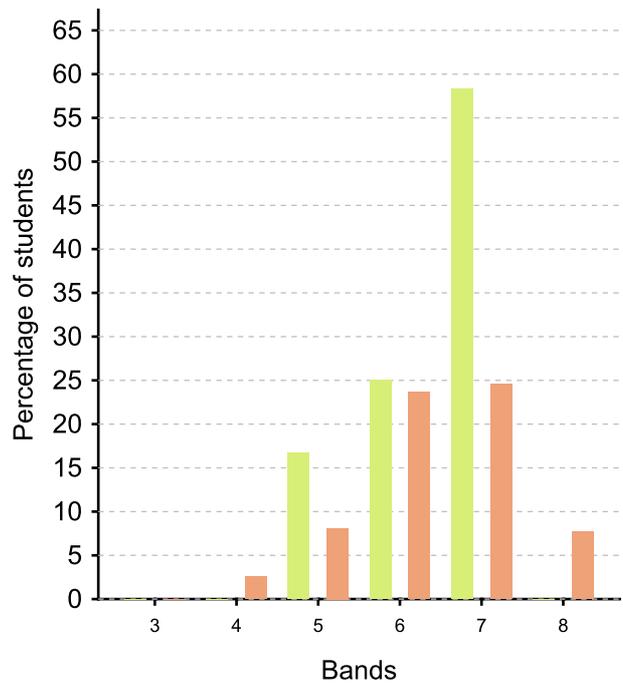
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**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	9.1	0.0	9.1	45.5	9.1	27.3
School avg 2015-2017	3.0	6.7	9.7	42.3	18.8	19.6

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	16.7	25.0	58.3	0.0
School avg 2015-2017	0.0	2.6	8.1	23.7	24.6	7.7

<You may choose to use this text box and statement to refer readers to the My School website:

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.>

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<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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## Policy requirements

### Aboriginal education

Kangaroo Valley Public School supports its students in the teaching and learning of Aboriginal Education by incorporating specific content in class programs.

Annual NAIDOC Day celebrations also support our Aboriginal Education delivery.

### Multicultural and anti-racism education

The school's annual Harmony Day celebrations support our Multicultural and anti-racism education. Our students are encouraged to celebrate and share the diversity of their cultural backgrounds on a daily basis.

### Other school programs

**Stephanie Alexander Kitchen Garden Program**– Our Stage 2 students were engaged in another amazingly successful year of garden to plate education within our school kitchen garden program. This program allows K.V.P.S students to grow fresh seasonal produce in our own school gardens and/or local gardens and used it to prepare nutritious and delicious food. The students are given the skills they need to be able to follow a recipe, use ingredients, prepare a meal, plate up and serve it to their peers at a long table lunch. Our students are able to integrate scientific, mathematical, literacy and environmental concepts into their learning. We were able to offer kitchen garden meals to our community during our 2017 open day. Much thanks to Mrs Sim for volunteering her knowledge and time for every kitchen garden session. We look forward to another successful year of

this highly engaging program in 2018.

**Land Care**– Our Stage 3 students were engaged in a range of activities both in and out of the school as part of our environmental education program. Students cleared our "Kookabura Creek" area of weeds and identified and labelled native plant species. They also planted native trees along the Kangaroo Valley River to help stabilise the river bank. Thank you to Belinda Stewart for volunteering her time to facilitate our school Land care program.

**Wakakirri 2017**– Our whole school production of Rocky, the Rock Wallaby which was performed for the 2017 Shoalhaven Wakakirri event was a highlight of our school year. We were able to tell the story of the endangered Kangaroo Valley Rock Wallaby through choreographed dance. We were able to upcycle and re use previous school musical costumes and make our own props. Every student was involved in the telling of our unique story, on stage and we were awarded with *Best Wildlife Story* and *Spirit of Wakakirri Awards*. Much thanks to Jacqui Schleeter, our Wakakirri Artist in Residence choreographer, Mrs Uptis for organisational management, and Mrs Kerri Townsend and Mrs Jodi Bourke for our amazing costumes.

**Waste Free Wednesdays**– This initiative was successfully introduced by our Stage 3 class to educate the whole school on the impacts of single use plastics. An education program was delivered to the Kangaroo Valley Community and at a whole school assembly to spread the message of limiting single use plastics and K.V.P.S decided to start by doing this on a Wednesday. Students are encouraged to use reusable containers for all their recess and lunch items, avoiding single use plastics.

**Coding**– Our school was fortunate enough to host SCOPE IT to deliver coding classes to our students. Thanks to these classes our students were able to constructively use technology via a structured methodology of learning, logical thought process, problem solving, collaborative team work and many other skills. The SCOPE IT staff were able to introduce concepts by illustrating fundamentals of numeracy, literacy, scientific and communications skills to and then applying these to technology. Students are then able to apply their new comprehension to computing.

**4Cs Club– Creativity, Confidence, Clarity, Calm.** As part of our school's wellbeing framework of Connect, Succeed, Thrive the students took part in our 4C's wellbeing workshops facilitated by local resident Jillian O'Dowd. These wellbeing workshops provided our students with the opportunity

### Student Support–

### 2017 School Leaders–