

# Kearsley Public School

## Annual Report



2017



2267

## Introduction

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

Melissa Trigg

Principal

## School contact details

Kearsley Public School

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## Message from the Principal

This year, has again seen our school promote and create opportunities for all students. It is something Kearsley does very well, and should not be taken for granted. The opportunities we offer far exceed many similar schools, and larger primary schools across the State. For example, our students have performed, attended, or participated in:

- GRIP Leadership Day
- Yr 5/6 Excursion – Bathurst
- Yr 3/4 Cockatoo Island and Sydney Trip
- K/1/2 excursion to Newcastle Museum and Foreshore
- End of Year Reward Day at the PCYC
- Newcastle Permanent Mathematics Competition
- Public Speaking and Debating competitions
- NAIDOC Week celebrations
- Athletics and Gymnastics coaching for Sport
- Premiers Reading Challenge
- Science and Engineering Challenge
- Intensive Swimming Scheme
- DRUMBEAT

These activities are fully supported by our wonderful community through encouraging participation, attending events and transporting students to various venues; for this we are very grateful. Our P&C worked extremely hard to fundraise and supported many school activities, such as donating \$50 per child attending the Bathurst Excursion, covering the cost of transport for the Year 3/4 excursion and paying for afternoon tea for the K–2 excursion.

It has been another fantastic year at Kearsley Public School and we were very impressed with the upward trend of student achievement in NAPLAN in 2017 and are looking to continue this trend in 2018. This will be greatly supported by our Deputy Principal, Instructional Leader and our Assistant Principal who support and guide teachers in improving pedagogy within classrooms to improve outcomes for all students. We successfully met our 'Bump It Up' targets in 2017 and are working towards continuing to increase the percentage of students achieving in the top 2 bands in NAPLAN in 2018.

## School background

### School vision statement

Kearsley Public School is committed to giving every child every opportunity with a culture of growth, performance and well-being. It provides an innovative 21st Century education across all areas of curriculum in an inclusive, engaging and supportive school environment.

The purpose of our school is to encourage all children to become active and successful participants in the community by providing them with the opportunity to learn and develop personally and socially through individualised support in a safe and enjoyable environment.

### School context

Kearsley Public School was established in 1912. We are situated 5 kilometres East of Cessnock in the Hunter Valley. 2017 enrolments are stable at 155 students with 20% of the students identifying as Aboriginal.

The teaching staff is a mix of experienced and early career teachers who value teamwork and the commitment to delivering quality teaching and learning that provide differentiated learning for individuals.

Positive Behaviour for Learning (PBL) is an integrated part of the school welfare focusing on respect, responsibility and learning.

Kearsley Public School works closely with the Cessnock Community of Great Public Schools (CCGPS) which consists of two high schools and thirteen primary schools to ensure each and every student receives the best possible education through collectively utilising combined programs and resources.

Trend data from NAPLAN indicates that Kearsley Public School has work to do in the areas of Numeracy and Writing in particular. We are also a part of the 'Bump It Up' strategy, which involves setting targets to increase the percentage of students in the top 2 bands in Reading and Numeracy in NAPLAN testing.

# 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

**Learning Culture:** *Sustaining and Growing*, **Wellbeing:** *Delivering*, **Curriculum and Learning:** *Sustaining and Growing*, **Assessment and Reporting:** *Sustaining and Growing*, **Student performance Measures:** *Delivering*

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Positive Behaviour for Learning (PBL) is embedded into school practice and ensures that students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour System.

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. There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. The school encourages students to recognise and respect cultural identity and diversity.

### Teaching

**Effective Classroom Practice:** *Sustaining and Growing*, **Data Skills and Use:** *Sustaining and Growing*, **Collaborative Practice:** *Sustaining and Growing*, **Learning and Development:** *Sustaining and Growing*, **Professional Standards:** *Delivering*

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts. The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.

### Leading

**Leadership:** *Sustaining and Growing*, **School Planning, Implementation and Reporting:** *Delivering*, **School Resources:** *Delivering*, **Management Practices and Processes:** *Delivering*,

Leadership development is central to school capacity building. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provides a safe environment that supports learning. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.



## Strategic Direction 1

### Enhancing the Quality of Student Learning

#### Purpose

To improve student learning, engagement and outcomes in Literacy and Numeracy, through the development and delivery of innovative educational practices in the areas of Reading, Writing, Speaking, Listening, Spelling, Punctuation and Grammar and all areas of Mathematics.

#### Overall summary of progress

All staff have participated in the regular collection of data in Literacy and Numeracy. Staff have also participated in data meetings with the Instructional Leader in order to plan effective teaching and learning cycles. Staff have developed a stronger understanding of syllabus documents through Professional Learning. Staff development in Writing has occurred and strategies are being implemented in all classrooms.

#### 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>• 60% of Students will achieve stage appropriate cluster mark or better on all aspects of the Literacy and Numeracy continuums.</li></ul>	Instructional Leader 5 days/week release for staff to attend data meetings – <ul style="list-style-type: none"><li>• Socio-economic background (\$62000.00)</li></ul> Staff release to participate in data meetings <ul style="list-style-type: none"><li>• Socio-economic background (\$3200.00)</li></ul>	All PLAN data has been collected and approved. Standardised assessments for K–6 have been organised for 2018. Data meetings have evolved over the year and are a collegial discussion about all students, their growth and how to best meet individual needs.  60.7% of students achieved their cluster mark or better on all aspects on the Literacy and Numeracy continuums.
<ul style="list-style-type: none"><li>• 50% of students in Year 5 and 7 to achieve expected growth over a rolling 4 year average in comprehension and reading</li></ul>	Assistant Principal released 1 day/week to work in 3–6 classrooms – <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$10564.00)</li></ul>	All staff (3–6) have participated in professional development involving classroom observations, demonstration lessons and targeted development around Learning Intentions. We met all but one of our Bump It Up targets.  Year 5 Numeracy – 60.9% of students had greater than or equal to expected growth in comparison to 46.2% in 2016 and 30% in 2015.  Year 5 Reading – 78.3% of students had greater than or equal to expected growth in comparison to 38.5% in 2016 and 30% in 2015.
<ul style="list-style-type: none"><li>• Aboriginal students achieve at/or above the level of non-aboriginal students in NAPLAN and classroom assessments.</li></ul>	Instructional leader 5 days/week release for staff to attend data meetings – <ul style="list-style-type: none"><li>• Socio-economic background (\$62000.00)</li></ul>	In Year 3 NAPLAN Aboriginal students performed better than non-aboriginal students. In Year 5 NAPLAN Aboriginal students performed slightly below non-aboriginal students.

#### Next Steps

The main focus for Teacher Professional Learning in 2018 will be the staff beginning to develop knowledge of the Literacy and Numeracy Progressions, which has replaced the continuum documents. This will be coordinated by the Principal, Instructional Leader and Assistant Principal. Data discussions will continue to drive improvements in teaching and learning in classrooms.

## Strategic Direction 2

### Effective Pedagogy Teaching, Learning & Leading

#### Purpose

To provide all staff with the opportunity to engage in appropriate professional development that values individual skill sets, the level of staff experience and identifies areas for professional growth. To equip individual teachers, leaders and school network structures with a capacity to effectively interpret data to meet the needs of our students.

#### Overall summary of progress

All staff participated in lesson observations and feedback sessions to drive and sustain ongoing school wide improvement in teaching practice and student outcomes. All staff developed a Professional Development Plan (PDP) that aligned with the School Plan, taking into consideration school focus areas and personal requirements. The growth of students from Year 3 to Year 5, as measured by NAPLAN testing, shows particular improvements in Reading, Spelling and Numeracy.

#### 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>• Sustained growth in NAPLAN data from Year 3 to Year 5 3 year average:</li></ul> Reading – 41% at or above expected growth  Writing – 36.9% at or above expected growth  Spelling – 37.2% at or above expected growth  Numeracy – 33.8% at or above expected growth	Assistant Principal released 1 day/week <ul style="list-style-type: none"><li>• Socio-economic background (\$16000.00)</li><li>• Professional Development (\$12401.00)</li><li>• Beginning teacher support allocation (\$6725.00)</li></ul>	All staff have participated in lessons observations and feedback in order to improve consistency and drive changes in teaching practice to improve student outcomes.  In NAPLAN 2017, Year 3 to Year 5 growth:  Reading – 78.3% at or above expected growth  Writing – 31.8% at or above expected growth  Spelling – 59.1% at or above expected growth  Numeracy – 60.9% at or above expected growth.
<ul style="list-style-type: none"><li>• Improved student engagement in Years 4 &amp; 6 as measured by the Tell Them From Me surveys. Term 1, 2016 data for 'Students who are interested and motivated' (TTFM) Year 4 – 90%  Year 5 – 100%  Year 6 – 52%</li></ul>	Assistant Principal released 1 day/week <ul style="list-style-type: none"><li>• Socio-economic background (\$16000.00)</li><li>• Professional Development (\$12401.00)</li><li>• Beginning teacher support allocation (\$6725.00)</li></ul>	Tell Them From Me data for 2017 shows:  69% of Year 4 students are interested and motivated.  78% of Year 5 students are interested and motivated.  75% of Year 6 students are interested and motivated.  The NSW Government norm is 78%

#### Next Steps

As our school is a part of the 'Bump it Up' strategy, we will continue to focus on increasing the number of students in the top two bands. From school data, it is obvious that Writing needs to be a whole school focus. Improvements will be driven by quality professional development, lesson observations, co-teaching and effective feedback practices.

### Strategic Direction 3

#### Fostering Quality Relationships and Networks

##### Purpose

To increase community support of our students through a school-wide focus on student equity, well-being and welfare programs. To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.

##### Overall summary of progress

Kearsley Public School is greatly supported by the community in a wide variety of ways, from regular attendance at assemblies and special occasions, supporting fund raising events as well as volunteering at the school, in classrooms and the canteen. Parents and community members reported feeling very welcome and valued in the parent survey conducted at the end of 2017.

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 100% of staff are offered the opportunity to attend curriculum development programs offered by CCGPS curriculum team.	No cost involved	All staff were offered the opportunity to attend curriculum development sessions held by the CCGPS schools. Some teacher's took up the opportunity, when time allowed.
• Increase in response to school surveys by parents (currently 28%)	Tell Them From Me survey – no cost Individual School Survey	50% of parents undertook the school survey
• Increased parent satisfaction with school's ability to provide quality educational programs (currently 28% of families responded with 25% not satisfied with the educational programs at the school).	Teacher release for Kinder Transition and orientation • Socio-economic background (\$2000.00)	The Kinder transition sessions were extremely well received with the overwhelming majority of parents extremely satisfied with the program.  From the 50% of parents who responded to the school survey, only 10% of responses indicated that they were not satisfied with the educational programs at the school.

##### Next Steps

Results from the school survey indicate that our families would like well-being to be a focus at our school. This is one of the three strategic directions for the next school plan. Teacher Professional Learning is being driven at the school level and is more tailored to suit individual levels of need and experience.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$41,985	<p>Funds were used to hire staff to support our Aboriginal students within classrooms.</p> <p>An Aboriginal Education Officer was casually employed to support students within classrooms.</p> <p>Funds were also used to celebrate NAIDOC Week as well as the running of our Aboriginal Education team.</p>
<b>Low level adjustment for disability</b>	\$55,983	<p>Learning and Support Teacher providing in-class support to students and teachers 3 days per week.</p> <p>School Learning Support Officers employed to provide support within classrooms</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$10,564	<p>Assistant Principal released 1 day/week to provide mentoring, lesson demonstrations, observations and feedback to teachers to improve teaching practice within classrooms.</p>
<b>Socio-economic background</b>	\$227,915	<p>An intervention teacher employed full time to provide support to individual students and small groups aimed at improving literacy and numeracy outcomes.</p> <p>School Learning Support Officers employed to provide support within classrooms</p> <p>Instructional Leader employed an extra 2 days/week to provide mentoring, lesson demonstrations, observations and feedback to teachers to improve teaching practice within classrooms.</p>
<b>Support for beginning teachers</b>	\$6,725	<p>The beginning teacher was provided with extra release and mentoring to support their development. Teaching resources were also purchased to support the teacher in implementing new learning.</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	74	78	83	86
Girls	52	52	62	66

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.3	96.6	95.7	94.8
1	94.5	94.2	92.8	92.7
2	96	91.9	94.3	93.9
3	93	95.5	91.2	94.7
4	96.6	91.5	92.4	94.5
5	94.1	95.1	88.9	93.5
6	93.8	92.6	93.7	91.8
All Years	94.9	94.2	93	93.8
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

Each Friday, notes are generated by office staff and handed out to students with unexplained absences for the previous 7 days. After a student has been absent for more than 2 days consecutively, without explanation, the class teacher will phone parents/caregivers.

If a student's attendance drops below 85%, The Learning and Support Teacher will contact the family to discuss attendance. If their attendance does not improve, the Learning and Support Teacher will report to the Principal, who will then arrange a meeting with the parents/caregivers. If a student's attendance becomes an ongoing concern it will be referred to the Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	5.76
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.81
Other Positions	0

\*Full Time Equivalent

Aboriginal Composition of workforce – 11%

### 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

All teachers are accredited with BOSTES, with 8 teachers being at proficient level, with 1 teacher working towards their proficiency. All staff participated in a variety of professional development in order to achieve school and personal goals outlined in Professional Development Plans (PDPs).

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>100,812</b>
Global funds	71,778
Tied funds	154,003
School & community sources	24,684
Interest	1,423
Trust receipts	1,659
Canteen	0
<b>Total Receipts</b>	<b>253,548</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	26,986
Excursions	-850
Extracurricular dissections	8,685
Library	1,156
Training & Development	807
Tied Funds Payments	178,051
Short Term Relief	11,504
Administration & Office	11,142
Canteen Payments	0
Utilities	13,858
Maintenance	7,231
Trust Payments	5,613
Capital Programs	0
<b>Total Payments</b>	<b>264,183</b>
<b>Balance carried forward</b>	<b>90,177</b>

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>341,519</b>
Appropriation	305,313
Sale of Goods and Services	111
Grants and Contributions	35,865
Gain and Loss	0
Other Revenue	0
Investment Income	231
<b>Expenses</b>	<b>-206,538</b>
Recurrent Expenses	-206,538
Employee Related	-122,650
Operating Expenses	-83,889
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>134,981</b>
<b>Balance Carried Forward</b>	<b>134,981</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

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

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.

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

	2017 Actual (\$)
<b>Base Total</b>	<b>1,152,864</b>
Base Per Capita	22,160
Base Location	2,087
Other Base	1,128,617
<b>Equity Total</b>	<b>325,833</b>
Equity Aboriginal	41,985
Equity Socio economic	227,915
Equity Language	0
Equity Disability	55,933
<b>Targeted Total</b>	<b>0</b>
<b>Other Total</b>	<b>104,152</b>
<b>Grand Total</b>	<b>1,582,848</b>

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.

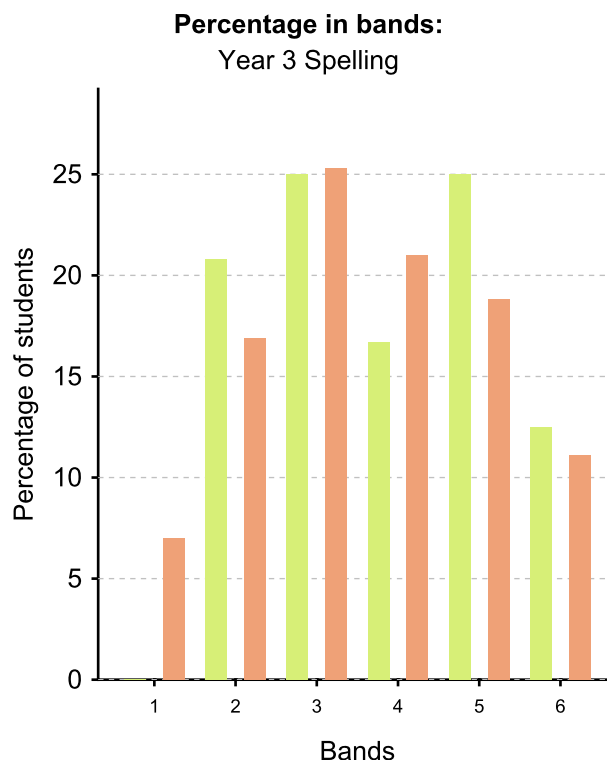
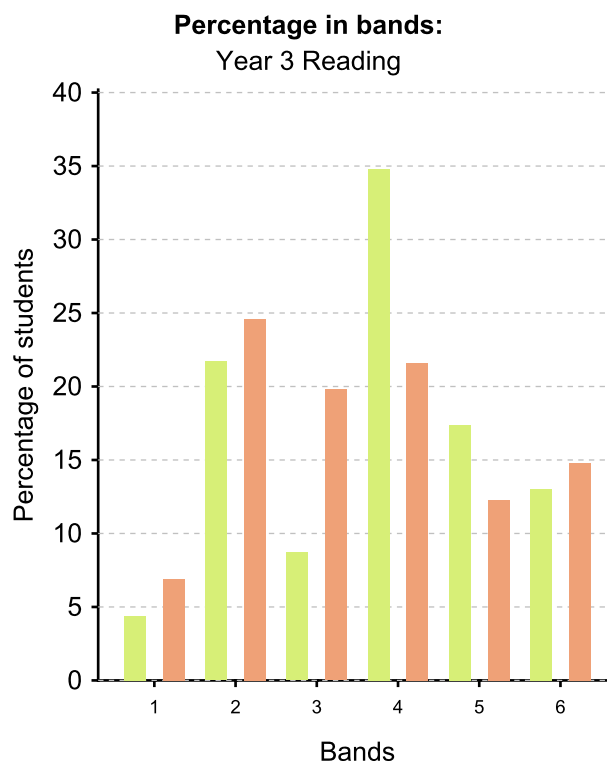
## School performance

### NAPLAN

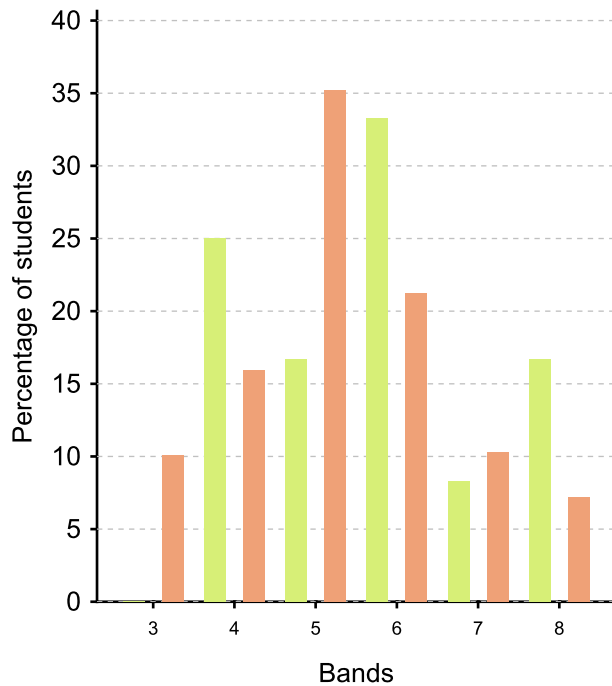
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 Literacy and Numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

As we are a 'Bump it Up' school our focus has been to increase the percentage of students in the top two bands in Reading.

- Year 3 Reading: The percentage of students in the top 2 bands increased from 24% in 2016 to 30% in 2017.
- Year 5 Reading: The percentage of students in the top 2 bands increased from 8% in 2016 to 25% in 2017.
- Year 5 Reading – 78.3% of students had greater than or equal to expected growth in comparison to 38.5% in 2016 and 30% in 2015.

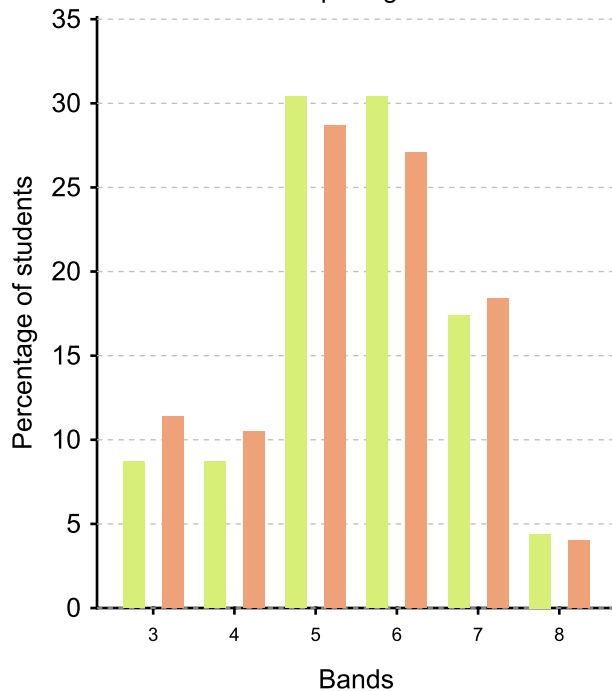


**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Spelling

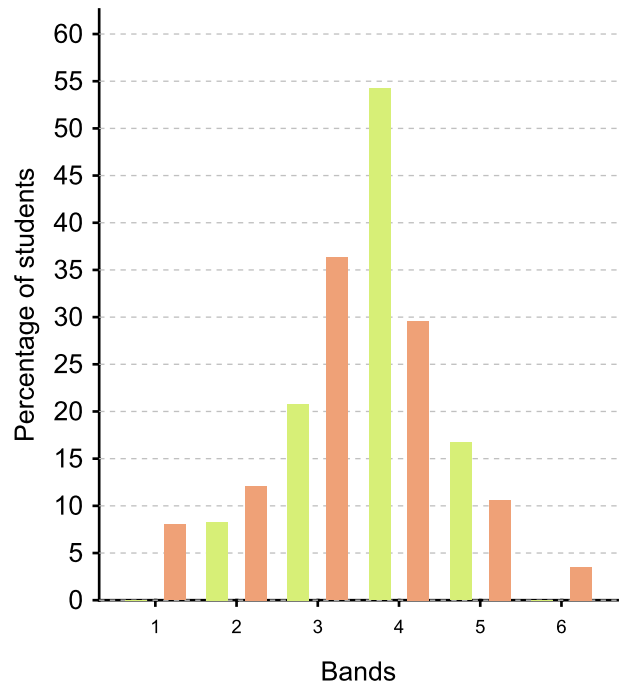


Percentage in Bands  
School Average 2015-2017

As we are a 'Bump it Up' school our focus has been to increase the percentage of students in the top two bands in Numeracy.

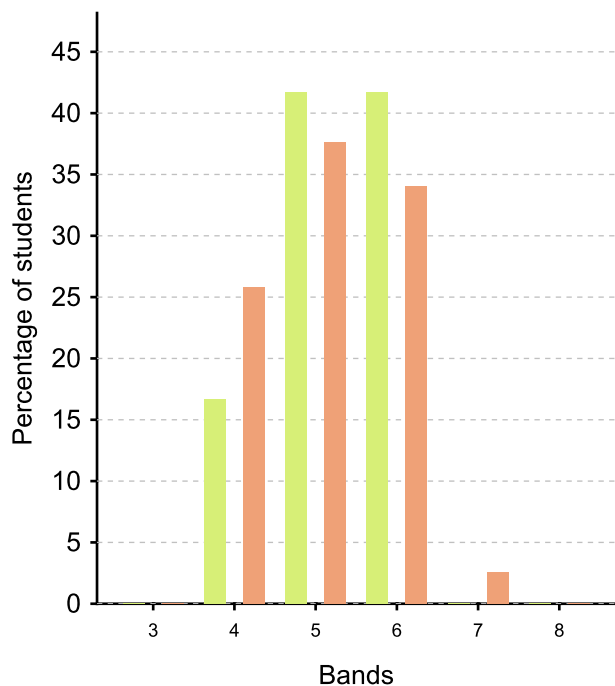
- Year 3 Numeracy: The percentage of students in the top 2 bands increased from 12% in 2016 to 17% in 2017.
- Year 5 Numeracy – 60.9% of students had greater than or equal to expected growth in comparison to 46.2% in 2016 and 30% in 2015.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

In 2017, Kearsley Public School had 17.89% of students in the top 2 bands in Literacy and Numeracy. In 2016, our school had 13.33% of students in the top 2 bands. We are looking to continue improving our results over the next two years of the 'Bump it Up' strategy and then work on sustaining those results in the future.



## Parent/caregiver, student, teacher satisfaction

This year, students in Years 4, 5 and 6 and parents were once again invited to participate in the 'Tell Them From Me' surveys. The students were surveyed in Term 1 and Term 3.

*Results from the student survey:*

**Effective Learning Time** – *Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.*

In this school, students rated Effective Classroom Learning Time 8.1 out of 10; the NSW Govt norm for these years is 8.2.

**Relevance** – *Students find classroom instruction relevant to their everyday lives.*

In this school, students rated Relevance 8.3 out of 10; the NSW Govt norm for these years is 7.9.

**Students with a Positive Sense of Belonging** – 82% of students in this school had a high sense of belonging; the NSW Govt norm for these years is 81%.

At the end of 2017 our school conducted a community survey where we had 95 responses. These surveys allowed the school to set future directions for the next planning cycle. One aspect that was represented clearly in the surveys was the need for a whole school well-being focus. This has become one of the Strategic Directions for the 2018–2020 school plan.

## Policy requirements

### Aboriginal education

Kearsley Public School has 32 students who identify as being of Aboriginal background. We have worked towards building greater cultural awareness and connectedness during 2017. With the support of the AECG, the Kuluwayn Aboriginal Education Team continued to hold regular meetings to plan and discuss Aboriginal Education within our school. The team was integral in designing and planning our NAIDOC Week celebrations. This year has again seen more students in the school identifying as Aboriginal, improved leadership skills and students being an integral part of decision making.

