

Kentlyn Public School Annual Report



2017



2285

Introduction

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

Androula Kavallaris

Principal

School contact details

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Message from the Principal

Our students and staff have enjoyed another very successful year of teaching and learning at Kentlyn Public School. I am very proud of the fact that all our students have been given every possible opportunity to achieve success, and further develop their individual talents and abilities, to feel valued and to enjoy an overall positive and enriching school experience. I am delighted that the majority of our students have seized these opportunities and have made great progress across all learning areas.

Our students have made tremendous progress with all aspects of learning. They have grown and developed and as each individual has their own talents, abilities and particular ways of learning, our staff have enjoyed fostering their development and celebrating their successes. Our school community thrives due to the commitment, expertise, and energy of our teachers. They are not only exceptionally dedicated and knowledgeable professionals they genuinely believe in the potential of every student and the fundamental right of every student to achieve that potential in every aspect of their school life. Every day as I observe them at work, talk to them about their students, their programs and their classroom practice I know that they are doing their utmost to make school as rewarding and engaging as possible.

Our school is greatly enriched by the parents, grandparents and community members who have supported our school throughout the year as volunteers in all aspects of school life. We know that a student's success at school is greatly enhanced when learning and social and emotional growth is a partnership between the home and school. The Kentlyn Public School community would not have the depth and breadth that makes it so strong and rich without the care, the love and the nurturing that they receive at home. Parents, grandparents and carers who have attended our weekly assemblies and special school events throughout the year should also be acknowledged. Your presence is appreciated by both students and staff and ensures the close ties between the school and its families are strengthened.

I would like to personally thank the members of the P&C committee for their tremendous support in 2017 and all parents and carers who so willingly gave their time and expertise to the P&Cs projects over the course of the year.

Message from the school community

P&C Report 2017

The P&C have had a very successful year which would not have been possible without the help of our wonderful volunteers, so thank you to every-one who has helped out. It is worth every moment spent when you see the smiling faces of our children when they see their parent or carers at school. I encourage you to try to assist where and when you can.

The Canteen is operating three days per week because of the work our wonderful co-ordinator Mrs Kerrie Holloway

does in organising the roster and the purchasing. Thank you to her and her ladies for the smooth running of the canteen.

The Uniform Shop is also running smoothly thanks to the efforts of Mrs Naomi Roberts, who is also our Treasurer. She does all the ordering and with the help of the office ladies fulfils the orders and writes out all the invoices and receipts.

This year we made donations for every excursion in the way of financing for the bus hire, something that we will do again next year to bring down the cost of each excursion for our families.

In addition to the bus hire as we look to the year ahead, we will be guided by the principal, teachers and support staff to assist in anyway we can.

P&C President

Heather Campbell

School background

School vision statement

In a safe, stimulating and diverse environment Kentlyn Public School is passionately committed to providing each student with the opportunities to acquire the skills and values to fulfil their potential and become successful participants in our changing world.

Our goal is for all students to be successful, lifelong learners who are confident and creative individuals, striving for continual improvement and are active and informed citizens. Students are equipped to meet the demands and challenges of the twenty first century in a stimulating, inclusive environment where they are valued as individuals and are encouraged to show respect for others.

School context

Kentlyn Public School is situated in a semi-rural setting on the outskirts of Campbelltown. All 155 students who attend Kentlyn Public School have a right to enjoy their learning and their time at our school. With that as a basis, we have an ethic that puts every individual student at the forefront of our work in the school.

At Kentlyn Public School our teachers genuinely care for their students. This, combined with the dedicated professionalism of all our staff creates a very powerful learning environment. Our school provides a safe, caring and positive learning environment where all students have the opportunity to engage in lifelong learning and to become worthy citizens through quality education.

We work with parents, committed to providing support for the school and encouragement for their children. The energy of our P & C Association complements the single minded approach to providing the best possible educational opportunities for all of our students. Our school motto, "Always our Best" reflects all that we do. We celebrate the uniqueness of each individual. Innovative approaches reflect the delivery of educational programs for all students including specific programs to meet the needs of talented students and students with specific learning needs. The school has a strong emphasis on student wellbeing, high expectations for academic achievement, technology and sporting programs which ensure all students have broad opportunities.

Kentlyn PS is a member of the Leumeah Community of Schools and as part of the New South Wales Public Education system under the control of the Department of Education & Communities we are proud of the achievements to date and look forward to expanding our success into the future.

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:

At Kentlyn Public School teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Quality teaching and professional practice are evident in learning environments, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning. Curriculum provision is enhanced by our involvement with Ruse Public School and the Above Establishment appointment of a Deputy Principal/Instructional Leader working with our staff one day a week. At Kentlyn Public School positive, respectful relationships are evident among students and staff, promoting student well-being and ensuring good conditions for student learning.

Positive and respectful relationships across the school community underpin a productive learning environment and support students' development of strong identities as learners. Our school analyses data to monitor, track and report on students and school performance. Individual student's reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.

The use of the SeeSaw app, allows the instantaneous reporting back to parents of their child's work, builds on the students strengths and simultaneously keeps the parents, student, school connection active. Feedback from parents was very positive.

Teaching:

Teachers at Kentlyn Public School have high levels of professionalism and commitment. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Teachers incorporate data analysis in their planning for learning. Teachers work together to improve teaching and learning in their year groups. 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. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

A strong feature of Kentlyn is the commitment of teachers who work beyond their classrooms to contribute to broader school programs. The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts. At Kentlyn Public School, teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.

Leading:

Parents and community members have the opportunity to engage in a wide range of school related activities and the school community is positive about our whole school vision. The school is committed to the development of leadership skills in staff and students. Three staff members are continuing to mentor other members of staff in all aspects of school life.

The school has productive relationships with external agencies, University of Western Sydney, and community of schools to improve educational opportunities for students. Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. Our three year school plan has annual iterations focused on achieving identified programs. School resources are used effectively and innovatively. Extra Learning and Support positions have been created in order to provide further support to students as identified through our data analysis and program evaluations.

Learning spaces are increasingly flexible and the continued investment in innovative technologies and infrastructures has enhanced this. Due to the small size of the school, all staff are members of various committees and all contribute towards refining and revising our strategic directions and school plan. Processes are in place for regular student input through the Student Representative Council and parents through the P&C and community events such as Sports Carnivals, ANZAC Day and Education Week.

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

LEARNING

Purpose

Kentlyn Public School will be a community of successful learners, confident and creative individuals and active and informed citizens. We will be promoting a culture of excellence by supporting them to provide challenging and stimulating learning experiences and opportunities that enable all of them to explore and build on their gifts and talents.

Community of Schools: To build capacity across the community of schools to maximise learning outcomes and engagement for students by creating an authentic community of learners.

Overall summary of progress

The commitment of the Kentlyn Public School staff to improve teaching practice and student outcomes through stage planning days, sessions for teachers to consistently judge work samples and assessments and opportunities for professional dialogue has enabled us to reflect on our current teaching practice and to collegially prepare engaging units of work and rich assessment tasks. Time has been provided for staff to participate in objective and high level professional dialogue to improve our consistency in the use of the strategies of learning intentions, explicit instruction, differentiated teaching and specific feedback. Teachers have had opportunities to collaboratively plan units of work which embed the cross curricular capabilities of creative and critical thinking. Teachers are more focused on ensuring that students work in teams to develop 21st Century learning skills, further develop their problem solving skills and are reflective and independent learners. Teachers are starting to provide explicit feedback based on learning intentions to provide individual students with personal learning goals to ensure growth and achievement of stage outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff have differentiated the curriculum which is evidenced through class programs and can provide student work samples which reflect the use of 21st Century pedagogy.	\$30,000 – Equity Ram Funding to employ specialist teachers to work with students K–6. \$10,000 professional learning funds	100% of staff are differentiating the curriculum as evidenced in class programs and work samples. Students showcased their work to parents and carers. Collaboration with Ruse PS to develop integrated units of work in literacy and science.
70% of students working at or above school benchmark and evidenced through our PLAN data. Increase the percentage of all students in the top two NAPLAN bands for reading and numeracy by 8% by 2019. Increase the percentage of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019.	Equity Ram funding as stated above	70% of students working at or above school benchmark as evidenced in PLAN data. In Year 3 we had 2% of Aboriginal students in the top two NAPLAN bands for reading and numeracy. There were no Aboriginal students in Year 5.
80% of students meet or exceed nationally identified benchmarks in literacy and numeracy assessments.	Equity Ram funding as stated above	Early Stage 1 – 80% of students meet or exceed nationally identified benchmarks in literacy and numeracy. Stage 1 – Stage 3 75% of students are meeting expected benchmarks in numeracy, 79% in reading and 76% in writing. 88% of Year 4 and 66% of Year 5 and 6 students have demonstrated growth in reading as evidenced by pre and post assessment data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff demonstrating career growth, mapped against Australian Teaching Standards and Teacher Performance and Development Plan	Professional learning funds were used as stated above.	100% of staff are demonstrating career growth mapped against the Australian Teaching Standards and as evidenced in the Performance and Development Plans. Teacher Professional Development was enhanced due to the employment of an Instructional Leader one day a week.
25% of parents participate in parent helper programs and attend parent forums	\$1,000 equity funds	10% of parents participate in parent helper programs and attend parent forums.

Next Steps

Continued professional learning regarding explicit teaching strategies to ensure consistency across all grades.

Continued planning and Consistent Teacher Judgement days to refine rich assessment tasks and data collection as well as the recording of data/student progress through the See-Saw App.

Provide opportunities for staff to achieve their professional goals through a variety of professional learning strategies.

Ensure Critical and Creative Thinking skills are evident in all class programs.

Strategic Direction 2

LEADING

Purpose

Our teachers are inspirational, strong, strategic and effective leaders that transform the lives of students and their development as learners, individuals and citizens. They provide a school wide culture of high expectations and shared senses of responsibility for student engagement learning development and success. The school benefits from planned proactive engagement with the parent and broader community.

Community of Schools: Capacity is built across the community of schools to maximise learning outcomes and engagement for students by creating an authentic community of learners.

Overall summary of progress

All teachers undertook professional learning in regards to the Performance and Development Framework and completed Performance and Development Plans (PDP). They all:

- reflected on current practice
- set goals
- provided evidence
- undertook observations of classroom practice and were observed teaching and were provided with feedback.

The school implemented the Quality Teaching, Successful Students (QTSS) initiative which provided an additional staffing resource allocation to improve the quality of teaching in all primary classrooms.

An Instructional Leader was employed one day a week to work with 3–6 staff. The Relieving Assistant Principal was also released off class to be working with the K–2 staff.

Money was used to:

- * Create collaborative practices in the school where teachers jointly planned and observed each other's lessons.
- * Establish mentoring and coaching practices in the school to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management.
- * Train non-teaching staff in how to develop Professional Development Plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
35% of students take on leadership roles within the school and our school community.	\$2,000 leadership conference and peer support programs	Increased number of students taking on leadership roles within the school and our school community
60% of Teachers effectively undertaking leadership roles within the school	No funding required	Due to the small number of staff and new staff members two out of the six teachers undertook a leadership role within the school.
100% of teachers show evidence of career growth against National Professional Standards embedded in the Performance and Development Framework.	\$10,000 equity ram to employ an Instructional Leader one day a week to work with 3–6 staff and to release the R/Assistant Principal off class to work with K–2 staff.	100% of teachers showed evidence of career growth.
20% of staff participate in formalised leadership development projects	\$2,000	2 staff members out of 6 participated in formalised leadership development projects
100% of staff have individual	\$10,000 – teacher	100% of staff have individual professional learning

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
professional learning plans	planning/working with Instructional Leader days.	plans

Next Steps

Further improve our practices in using the Quality Teaching Framework through the Formative Assessment Initiative. This will incorporate professional learning, collaborative planning, peer observations and feedback as well as exploration days at various schools within the network.

Build teacher capacity in the area of Assessment for Learning and Growth Mindset whilst working with Kerrie Betts, Formative Assessment Consultant, and in partnership with Ruse Public School.

Ensure teachers continue to align their Performance and Development Plans to the National Professional Teacher Standards as well as review on a regular basis. Professional discussions will be taking place with their mentor and Deputy Principal.

Create more opportunities for students and the community to provide constructive feedback on school practices and procedures. In 2018 we will once again ensure that the Tell Them from Me Survey is implemented for the students, staff and parents.

Continue to provide leadership opportunities for all staff as well as ensure effective professional development is implemented to continue to build teacher capacity.

Strategic Direction 3

LIAISING

Purpose

To work together with our dynamic community, our Community Of Schools and other schools and agencies outside our area, collaborating and planning programs for our students to become successful 21st Century learners, confident and creative individuals and active and informed citizens.

Cross– Cultural respect will be at the forefront of all our programs as we promote equity and excellence for all our students, which complements our motto, “Always our Best”.

Community of Schools: To build capacity across the community of schools to maximise learning outcomes and engagement for students by creating an authentic community of learners.

Overall summary of progress

PBL – Continue to develop and effectively implement Positive Behaviour Learning across the school. In 2018 we will be participating in the training of the program for all staff members and re–vamp our Discipline Policy and Student Wellbeing Policy.

Cross–Cultural Community Connections – Maintain, enhance and utilise connections across community organisations i.e. community of schools, Tharawal, Opportunity Hub, University of Western Sydney and local cultural groups to provide a range of authentic learning opportunities.

Networking with the community – Utilising the skills of the community to support and enhance school programs, especially in the area of sport and cultural understanding. This will be followed up in 2018. Continue to utilise the “Men’s Shed” to effectively use our “Yarning Circle” .

Community Participation – Increased number of community members playing an active role in the participative decision making and actively involved in the key areas of school life. In 2018 we will continue to build on this and engage the community through parent forums in relation to how they can best support their child with their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
70% our students obtaining principal awards and a 10% of students obtaining silver, gold, platinum and diamond medallions.	\$7,000	<i>In 2017 we had given out 85 Principal Awards which is 55% of our students receiving these awards.</i> <i>22 students received a Silver (14%)</i> <i>4 students received a Gold (3%)</i> <i>3 students received a Platinum (2%)</i>
25% Increased positive parental involvement and participation within the school community	\$1000	In 2017 we had over 80% of our community attend our Education Week and Open Day activities, however, we approximately had 20% increase in parental involvement overall.
15% students contributing to outside community events.	Nil funds	We had 3% of students contributing to outside community events in the area of dancing.

Next Steps

Effectively use the SeeSaw and Skoolbag Apps to engage parents in our everyday school life rather than just important events.

Implement our 2018 modified Discipline Policy and Positive Behaviour for Learning Framework to increase the number of students receiving Principal Awards.

Continue to network with nearby schools in the areas of professional learning and collaborative programming.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8000	<p>All Aboriginal students have a Personalised Learning and Support Plan and are making sound progress across the numeracy and literacy continuum.</p> <p>We have maintained a Junior Consultative Aboriginal Group which meets once a term with our Community Of Schools(COS) JCAG. We have consulted and collaborated with our COS groups in establishing Aboriginal Gardens and Aboriginal Murals. We also continued to use our own Aboriginal garden and Yarning Circle and further develop our relationship with Uncle Ivan and the Liverpool Men's Shed.</p>
English language proficiency	\$21, 800	Students are supported in the classrooms with extra resources and a differentiated curriculum to ensure that they are achieving improved learning outcomes. Extra learning and support time was also allocated.
Low level adjustment for disability	\$55,000	<p>Additional School Learning Support Officers to supplement and further support students with special needs.</p> <p>All students requiring adjustments and learning support are catered for within class programs.</p>
Quality Teaching, Successful Students (QTSS)	<p>0.11 FTE (from February 2017)</p> <p>0.262 (from July 2017)</p>	Teachers were working with an instructional leader and Relieving Assistant Principal throughout 2017. .A focus on creating collaborative practices has provided teachers with the opportunity to collaboratively plan and observe each other's lessons, collaborate in developing units of work and assessment tasks and working together to assess and analyse student data.
Socio-economic background	\$77,000	<p>Enhancing student access to a wide range of educational experiences. Extra assistance was also provided in the class learning environment. This resulted in increased student participation and engagement leading to an improvement in learning outcomes.</p> <p>Money was also used for students that required extra assistance in the classroom through the use of School Learning Support Officers.</p>
Support for beginning teachers	\$13, 450	In 2017 there was one teacher in their first year of permanent employment. This funding was used to provide the teacher with time for planning, programming, reporting, working with their mentor and attending professional development.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	78	80	85	88
Girls	66	67	60	72

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.1	93.6	93.2	96.7
1	95.6	95.6	93.3	92.9
2	96.5	91.4	94.8	93.9
3	93.1	94.8	92.4	94.4
4	96.7	94.8	95.2	94
5	95.6	96.2	92.9	92.3
6	92.8	92.5	97.1	94
All Years	95.3	94.1	94	94
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

We continue to implement successful procedures and develop new practices to manage non-attendance. The following strategies have been implemented at Kentlyn Public School in 2017:

* Frequent communication with parents via newsletters, Skoolbag app, See-Saw app, meetings and in written form

* Increased monitoring of identified students

* Communication with the Home School Liaison Officer (HSLO) and Aboriginal Home School Liaison Officer

We will continue to strive for improved attendance rates in 2017 by:

- Continuing to work with families to strengthen home-school partnerships and promote daily attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	5.66
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.01
Other Positions	0

*Full Time Equivalent

Kentlyn Public School's success is directly attributed to the commitment and professionalism shown by our staff. All programs in the school have been led by extremely capable teachers who have ensured best-practice in all that we pursue. As well as the educational operating dimensions, the school's dedicated body of administration staff ensures the financial, administrative and ground dimensions of our operation are first rate.

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

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

Significant professional learning was undertaken at Kentlyn Public School staff in 2017. As per our School Plan and research supporting teacher quality being the single largest indicator of student success this was a focus area for us.

Professional Learning

All members of staff participated in rigorous professional learning through individual training, at staff meetings and in team meetings. This Professional Learning consisted of after school meetings, collaborative planning, modelled teaching, team teaching, self and peer reflection using the Quality Teaching model. This model works very well at our school and will continue throughout 2018.

All members of staff participated in networking with Ruse Public School, collaboratively planning and assessing lessons in English and Mathematics.

All staff participated in Professional Learning sessions at school development days at the beginning of Term One, Two and Three and one day at the end of Term Four. (The one day instead of two at the end of Term 4 was due to the fact that staff members had already made up that day in Term 3)

In addition, members of staff participated in courses by external personnel.

Staff participated in extensive Professional Learning primarily in Numeracy, Literacy and Quality Teaching to support priority areas. They also participated in Formative Assessment training and collaboratively worked with Ruse Public School and a consultant in building capacity in these areas.

In addition to this, staff were also involved in Professional Learning in the following areas: Syllabus Implementation, Effective Programming and developing a Programming Policy, Leadership, Welfare and Equity, and DoE Mandatory School Policies.

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 (\$)
Opening Balance	95,859
Revenue	1,557,236
Appropriation	1,507,357
Sale of Goods and Services	195
Grants and Contributions	48,356
Gain and Loss	0
Other Revenue	0
Investment Income	1,328
Expenses	-1,542,314
Recurrent Expenses	-1,542,314
Employee Related	-1,356,938
Operating Expenses	-185,376
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	14,922
Balance Carried Forward	110,781

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,154,765
Base Per Capita	22,160
Base Location	0
Other Base	1,132,605
Equity Total	157,082
Equity Aboriginal	8,388
Equity Socio economic	77,413
Equity Language	21,858
Equity Disability	49,422
Targeted Total	69,670
Other Total	37,301
Grand Total	1,418,818

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.

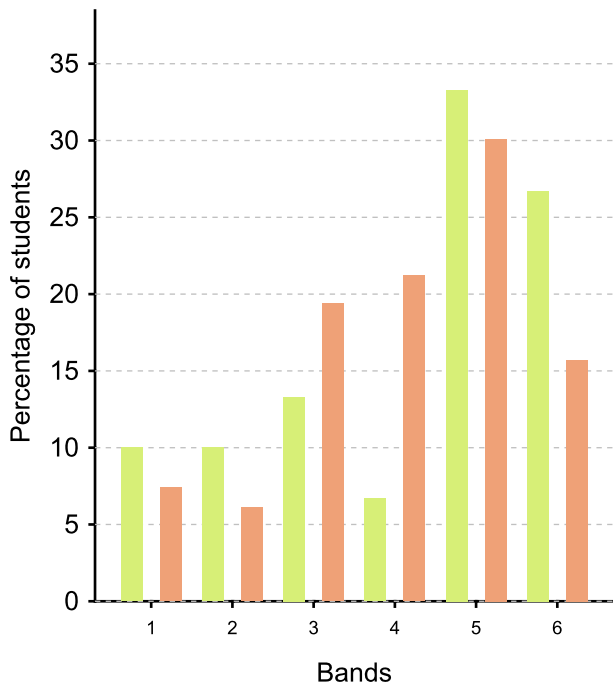
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

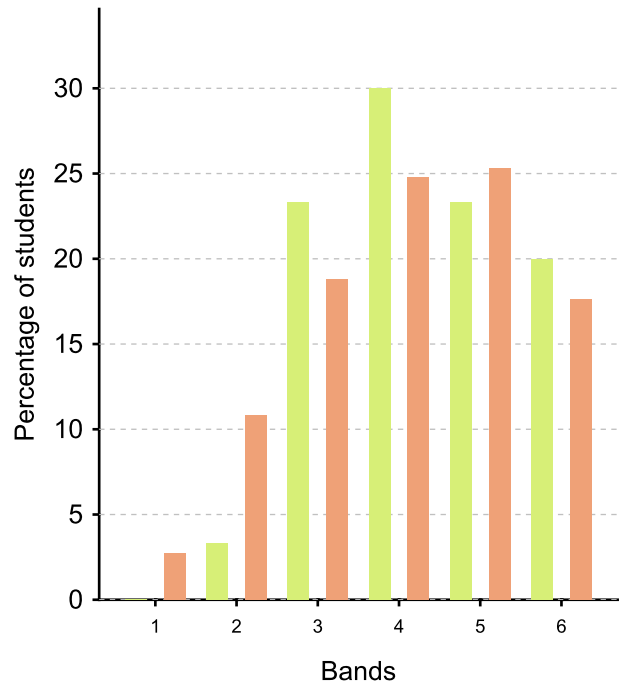
NAPLAN

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.

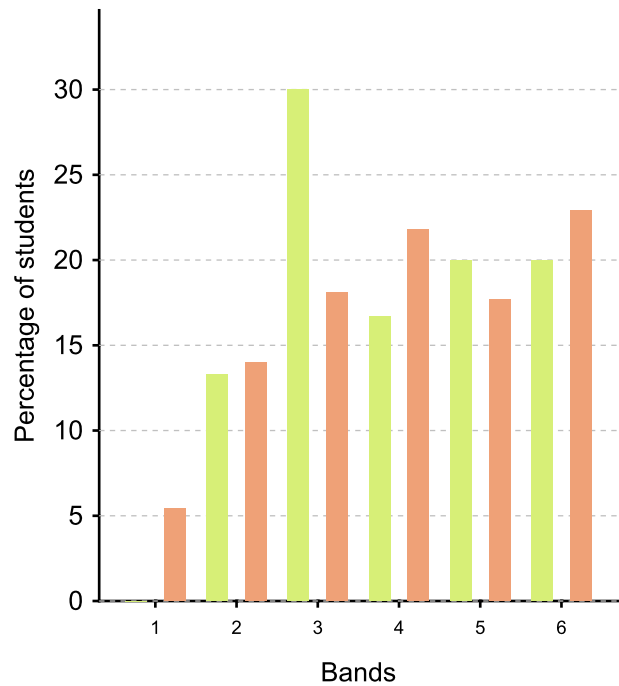
Percentage in bands:
Year 3 Grammar & Punctuation



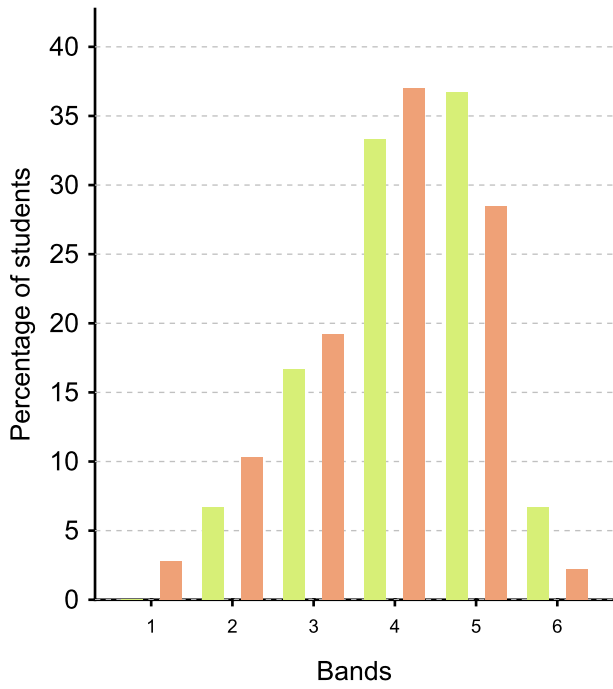
Percentage in bands:
Year 3 Reading



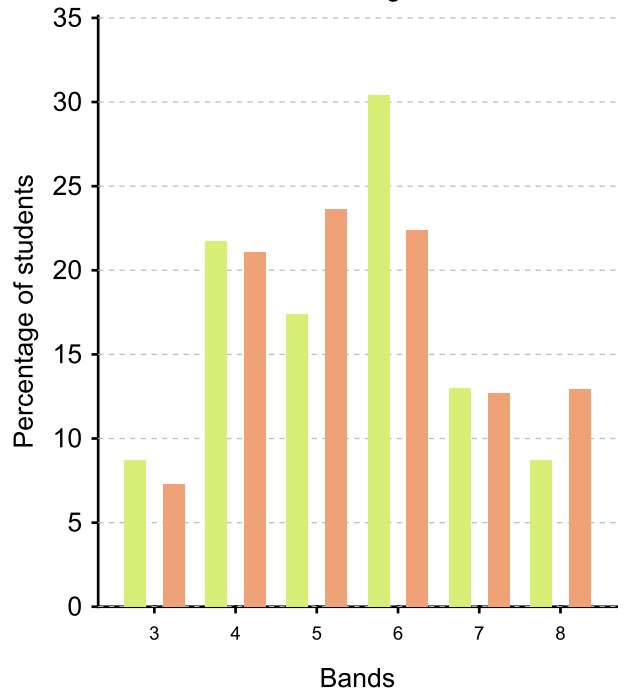
Percentage in bands:
Year 3 Spelling



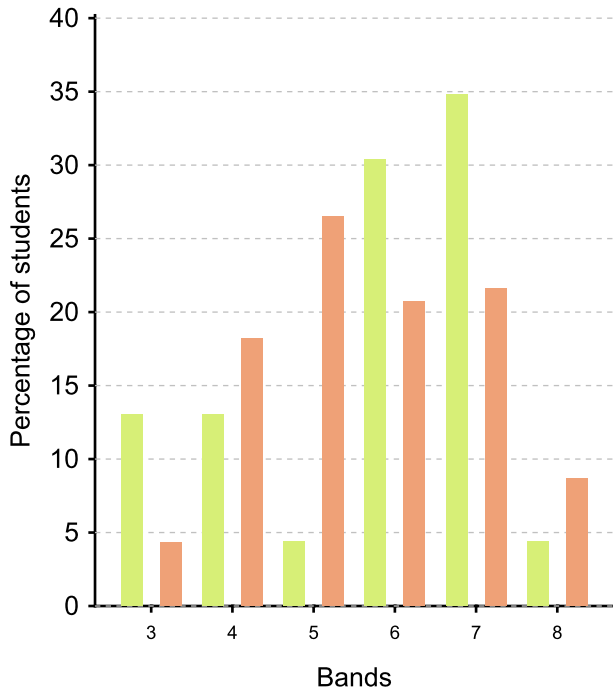
Percentage in bands:
Year 3 Writing



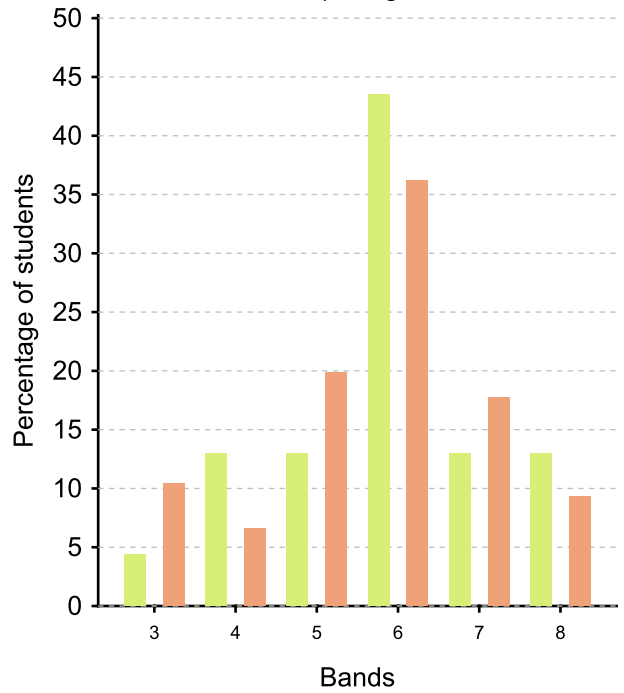
Percentage in bands:
Year 5 Reading



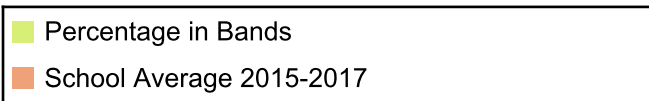
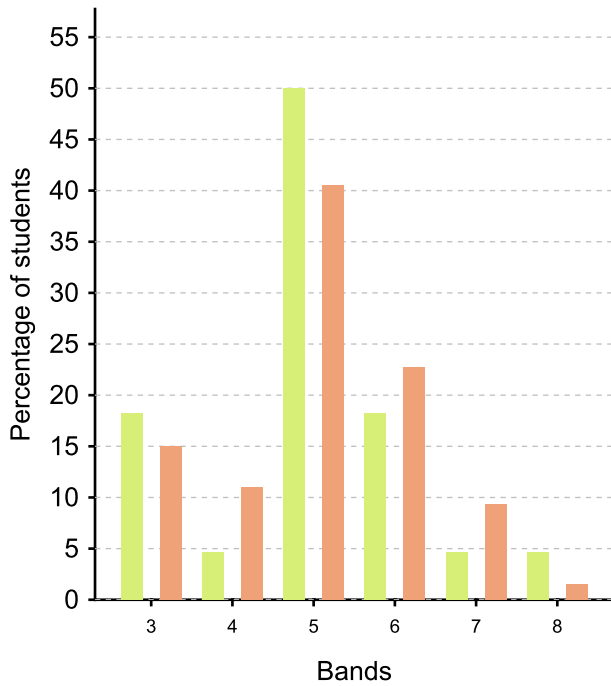
Percentage in bands:
Year 5 Grammar & Punctuation



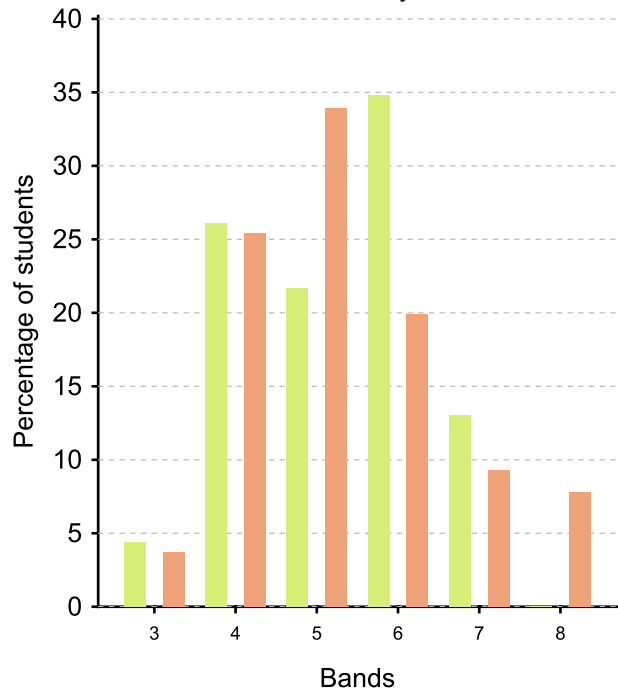
Percentage in bands:
Year 5 Spelling



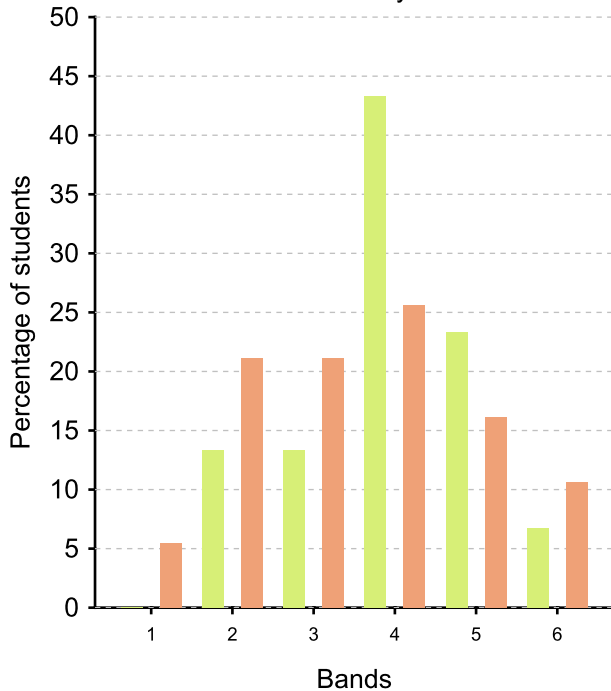
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



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

All parents and families were invited to complete the survey, however, only 15 responses were received.

Parent/Caregiver results: Two Way Communication with Parents

A high proportion of parents feel welcome when they visit the school, that written information from the school is in clear plain language and that the school's administrative staff are helpful when they have a question or a problem.

Majority of parents also reported on how if there were concerns about their child's behaviour at school, the teachers would inform them immediately and that the reports on their child's progress were written in terms they understood.

A high proportion of parents also reported that teachers have high expectations of their child and encourage them to succeed as well as their child being encouraged to do their best work. They also reported that their child is clear about the rules for school behaviour and that the teachers devote their time to extra-curricular activities.

Majority of parents reported that the school staff take

an active role in making sure all students are included in school activities and that teachers try to understand the learning of students with special needs.

Student results: Student Outcomes and School Climate

85% of students participate in school sports.

68% of students participate in extra-curricular activities.

81% have a positive sense of belonging.

90% have positive relationships.

98% value schooling outcomes.

32% of positive homework behaviours.

83% with positive behaviour at school.

70% of students who are interested and motivated.

91% of students try hard to succeed in their learning.

8 out of 10 students reported that important concepts are taught well and class time is used efficiently.

8 out of 10 students reported that they find classroom instruction relevant to their everyday lives.

8 out of 10 students reported that they felt that classroom instruction is well organised with a clear purpose and with immediate feedback that helps them to learn.

7 out of 10 students reported that they have someone at school who consistently provides encouragement and can be turned to for advice.

7 out of 10 students reported that their teachers are responsive to their needs and encourage independence with a democratic approach.

8 out of 10 students reported that school staff emphasise academic skills and hold high expectations for all students to succeed.

Teacher survey: Learning 6 permanent staff members that participated in the survey (6 classes K-6)

Majority of teachers reported that in the areas of leadership, collaboration, learning culture, data informing their practice, teaching strategies, technology, inclusive school, parent involvement they:

* School leaders have helped them establish challenging and visible learning goals for students.

* Work with the school leaders to create a safe and orderly environment.

* Discuss their assessment strategies with other teachers.

* Give students written feedback on their work.

* Discuss the learning goals of the lesson, monitor the progress of individual students and are effective with students with behavioural problems.

* Use assessments to understand where students are having difficulty.

* Receive feedback on their work that brings them closer to achieving their goals.

* Help students overcome personal barriers to using interactive technology.

* Use individual educational plans to set goals for students with special learning needs.

* Make an effort to involve parents and other community members in creating learning opportunities.

Policy requirements

Aboriginal education

Kentlyn Public School continues to be committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. Significant programs and initiatives in Aboriginal Education includes:

* Curriculum based programs that educated all students about Aboriginal history, culture and current Aboriginal Australia.

* The continuation of Personalised Learning Pathways (PLPs) for all Aboriginal students.

* Continuing to encourage Aboriginal students to pursue personal excellence, including a commitment to learning.

* Continuing our involvement in the Leumeah Community of Schools Aboriginal Education team and the Junior Consultative Aboriginal Group.

* Continuing our involvement with the Heartbeat Program 3-6

* Continuing the school's partnership with the Tharawal Aboriginal Corporation accessing the many programs and services offered such as the Year 7 transition program as well as the Cultural Identity program which our senior students participated in.

Multicultural and anti-racism education

The Department of Education's Code of Conduct and our School Expectations are designed to develop an inclusive school community and a racism-free learning and working environment. Community harmony is promoted through school policies and practices which counter and reject racism and intolerance and develop an understanding of cultural, linguistic and religious differences. The school has an anti-racism contact

officer who is the contact between students, staff, parents and community members who wish to make a complaint regarding racism.

At Kentlyn Public School the teaching and learning programs are culturally inclusive and develop understanding of cultural, linguistic and religious differences. Resources and lessons reflect cultural diversity and promote our 'School Values' which include respect and fairness. We value the range and diversity of student backgrounds in our school and in the local community. To support and develop an understanding of diverse cultures at Kentlyn Public School staff and students acknowledged and celebrated Harmony Day.

Other school programs

Kindergarten Orientation

The Kindergarten Transition program at Kentlyn Public School in 2017 consisted of a Kindergarten Orientation Day and three transition visits.

Visit 1: Children and their parents were welcomed by our school captains and taken to the kindergarten room. The initial Orientation Day began with new parents and their children settling and reassuring their children while they began various fun developmental play activities in the kindergarten classroom. Parents were then presented with guest speakers who discussed programs that can be accessed in order to support their child. Parents were also presented with information on how to support their child in their first few weeks of kindergarten and reassured that their child's individual needs will be catered for in a secure and safe environment.

Visit 2: Children and their parents were welcomed by our school captains and taken to the kindergarten room. There, students were encouraged to participate in various literacy activities, while their parents were part of an English information session. This was accompanied by a power point presentation as well as take home information packs on how to assist their child with this key learning area and each of its sub-strands.

Visit 3: Following along the previous visit with a Literacy focus, this session explored the mathematics Key Learning Area and its sub-strands. Once again this was accompanied by a power point presentation as well as take home information packs on how to assist their child with this key learning area and each of its sub-strands.

Visit 4: This visit involved the parents and children participating in a story and craft activity based on the book. This was followed by light refreshments which was an excellent opportunity for parents to chat with each other and other staff members.

Sport:

2017 was another wonderful display of achievements and sportsmanship for our students at Kentlyn Public School. We have continued to be a presence in the

zone's sporting arenas and gave some serious competition to the other schools in the area. I would like to congratulate any student that had represented and participated in any sporting event this year in the green and gold colours of Kentlyn and I hope that you continue to enjoy sport for many years to come.

The year started with swimming. A successful carnival was held at Macquarie Field's Leisure Pool, where in a close point score Macarthur won the swimming carnival.

A determined group of 18 swimmers travelled to the Zone Swimming Carnival to represent our school. Four students were placed in their races and qualified for the Regional Carnival. Congratulations to Laura Zapirain, Olivia Martin, Kaylee Love and another Year 3 student whose name can not be published.

Our second major sporting event for the year was Cross Country. Congratulations to Macarthur who won the day this year, 2017.

43 students attended the Zone Cross Country event at Thomas Acres Reserve. These students participated with integrity and persistence to compete against much larger schools in our zone. Congratulations to Laura Zapirain and Bronwyn Zapirain who qualified to compete at the Regional Cross Country.

The Final major sporting event Kentlyn Public School held was our School Athletics Carnival. Congratulations to Campbell who won the day this year, 2017.

Students participated in a number of Track and Field events to which 31 students qualified for the Zone Carnival. Over two days students from Kentlyn Public School competed tirelessly in both field and track events. Kentlyn Public School showed great desire and sportsmanship throughout the carnival and were lucky enough to have two students qualify for the Regional Carnival. Congratulations to Bronwyn Zapirain who qualified for Senior Girls 1500m and Indianna Wilson qualified for Junior Girls High Jump.

Thank you to everyone who participated, helped and volunteered throughout the year in our sporting events. Without us all working together these events would not be possible.

Reading Recovery

The Reading Recovery program continued to provide intensive intervention support in reading for identified students in year one who required extra assistance with reading and writing. It is supplementary to the ongoing literacy programs provided in the classroom. The program's goal is for students to continue to succeed in a supportive classroom environment without any or very little additional support. The Reading Recovery Program has been operating at Kentlyn Public School continuously for the past six years. In 2017, The Reading Recovery teacher also closely monitored former Reading Recovery students in Years 2 and 3 at the end of each semester in order to ensure that their level of reading has been maintained or improved. 2017 was the last year of this program in all

of NSW's schools. In 2018 Kentlyn Public School will be trialling the Numeracy and Literacy Progressions and PLAN 2.

Student Welfare

The school continues to promote a positive learning environment through an effective Student Welfare and Discipline policy. The policy focuses on a system that recognises positive behaviour. Students are rewarded by the presentation of 'mini' awards, which are later exchanged for Merit Awards, Principal's Certificates and also Bronze, Silver, Gold and Platinum medallions. This is a continuous system where the students can continue to strive for their next award despite the fact that the scholastic year may have passed. Students who have achieved a Principal's Award get a special morning tea each semester.

This year 85 Principal Certificates were presented to students who exhibited exemplary behaviour.

All students from Kindergarten to Year 6 participated in Child Protection lessons which assisted them in recognising and responding to unsafe situations and seek appropriate assistance. These lessons also strengthened attitudes and values related to equality, respect and responsibility. The staff also effectively implement anti-bullying lessons and social skills throughout the year, especially in Term 1. Other programs that were effectively implemented were:

* Peer Support program (Term 2),

Child Protection (Term 3) and

*Drug Education (Term 4)

These programs form a very strong emphasis on Personal Development and the raising of self esteem and confidence within our student body.

Performance

The fortnightly school assemblies continued this year on a rotational basis. They provided opportunities for students to perform musical and dramatic acts for the school community as well as showcase their recent work.

Guitar classes were held at lunch times as a way of students extending their skills in a musical instrument which resulted in these students performing and showcasing their talents at one of our assemblies.

The end of year Talent Quest was held in Term 4. Students auditioned for inclusion and contributed a wide range of acts including singing, dance, instrumental and drama. Students were also provided with the opportunity to enrol in music classes with 'The Music Bus' again this year. Several students took up the opportunity to learn an instrument ranging from guitar, keyboard and drums.

Learning and Support

The Learning and Support Team met on a regular basis

to identify, discuss, monitor and track the needs of individual students. The team consisted of the school executive and counsellor. Identified students were assessed by the counsellor or support teacher and relevant support strategies were put in place for each child. Parents were kept informed of their progress through review meetings. Our school successfully accessed support for students from a number of services this year including the Macarthur Schools Assistant Principals Learning and Support Team and Out of Home Care.

The school has also further supported students by liaising with external agencies such as Access to Allied Psychological Services (ATAPS), Infant Child and Adolescent Mental Health (ICAMHS), Tharawal Aboriginal Corporation, Paediatric Occupational Therapy (Rosemeadow Community Health Centre) and Northcott Disability Services. Individual Education Plans were developed to provide students extra support with their academic, behavioural, social or emotional needs. Our learning assistance program provides small groups or individual students with additional explicit and systematic learning experiences in literacy and numeracy. The learning support teacher also assists in assessing students and reporting back to teachers with reports and strategies to meet students' needs.

Premier's Spelling Bee

The Premier's Spelling Bee was introduced to Kentlyn Public School in 2012 as a fun and educational way for our primary school students to engage in spelling. The program included activities to encourage all students to engage with spelling and to promote improved literacy in combination with the English K-6 Syllabus. The competition comprised of two divisions – Junior for Years 3 & 4 and Senior for Years 5 & 6. Words for the competition were provided by Macquarie Dictionary and were divided into several categories. Junior and Senior students studied different word lists. These words were distributed to all students taking part in the competition.

Congratulations to the following students that represented our school in the Regional Premier's Spelling Bee

Juniors: Reki Roberts and Riley Ingersole

Seniors: Alejandro Nilo Barona and Hannah Yates

Technology

At Kentlyn Public School, technology is embedded in the teaching and learning process. There are seven permanently mounted interactive whiteboards in classrooms. XO computers or laptops were given to all students so that they are able to access the Internet and all subscriptions at any time it is needed. They also allow students to create multimodal texts that demonstrate their understanding of lesson content in new and exciting ways. Students were given user accounts to Mathletics, Reading Eggs, Literacy Pro and Skwirk to use both at school and at home. iPads were purchased for teachers to implement See-Saw app and have access to the internet where ever they are working from within the school.

See–Saw App

The See–Saw app is a student–driven digital portfolio that empowers students of any age to independently document what they are learning at school and share it with their teachers, parents, classmates, and even the world. We had 95% of our parents connected on our See–Saw app and 80% actively using it as a form of communication between school and home. See–Saw app is also used during our 3 Way Learning Conversations showcasing the students work.

Library Renovation

Terms 3 and 4 saw our library being revamped once again with the help of our School Administrative Officer Mrs Carol Meek. An extensive amount of time was invested in culling books, buying new furniture and purchasing new resources. The revamped and open learning environment has a new flexible format that allows the space to be used for a range of new learning opportunities for our students and teachers.

Premier's Reading Challenge

Again in 2017 Kentlyn Public School participated in the Premier's Reading Challenge. It ran from March to September. All students from Kindergarten through to Year 6 were registered, aiming to encourage in students a love of reading for leisure and pleasure, and to enable students to experience quality literature. It was not a competition but a challenge to each student to read, to read more and to read more widely. Parents and caregivers were encouraged to support the Challenge to promote the development of literacy skills and a love of reading and to encourage their children to continue reading when they have finished the Challenge. Students had over 7000 books on the book list. They were encouraged to be adventurous in their reading and add as many different types of books as they could to their reading records. The book lists represented a range of books including fiction, non–fiction, picture books, poetry and drama.

Student Representative Council 2017

At Kentlyn Public School we saw another successful year of student leadership within the Student Representative Council (SRC). Kentlyn's SRC strives to achieve a powerful unity of students, teachers and community where student voice is valued and encouraged. Throughout the year students of the SRC voted, discussed and planned a range of projects to support the students at Kentlyn Primary. The SRC has worked well throughout the year, and has shown students to be eager in getting involved in whole school projects and having a voice among teachers, staff and the community.