

Kootingal Public School

Annual Report



2017



2327

Introduction

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

Mrs Cara Cracknell

Principal

School contact details

Kootingal Public School

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School background

School vision statement

A culture of sustainable practice that offers a diverse curriculum catering for all needs, with an embedded understanding of caring for each other, learning for life and achieving together. This is underpinned by building the capacity of all teaching staff to deliver the highest quality of teaching programs in a supportive learning environment. We value community participation and encourage family involvement in our children's learning, creating a supportive partnership with the school.

School context

Kootingal Public School is a small P4 school located at the foothills of the Moonbi Ranges. The township of Kootingal is very well serviced and the school enjoys reciprocal partnerships with the many business houses, churches, volunteer organisations and sporting groups.

Current enrolment is 189. A new housing estate with 126 blocks to be sold is located 200m from the school's front gate. Kootingal Public School also has 23% ATSI students.

Staffing mix is experienced with New Scheme teachers. Our Principal is non-classroom based and is supported by two Assistant Principal positions. SAS staffing is small with a SAM, SAO, General Assistant and permanent SLSO (Learning and Support and Integration funding). School currently has classes, three of which are composite. The school has the following allocations:

- 4 days Learning and Support Teacher
- 1 day Reading Recovery
- 1 day School Counsellor.

Kootingal Public School is a leader in the education of technology with a class set of iPads and laptops, full school wifi access and Smart Boards in all teaching spaces.

Kootingal Public School embraces its banner statement of *Caring, Learning and Achieving Together* with programs such as a Breakfast Club, Play is the Way, School Chaplaincy, Buddy program and Before and After School Care with Sherpa Kids.

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.

In the domain of Learning, our major focus was the differentiation of student learning as a result of both internal and external data collection. We have aligned our SMART goals of students' Learning and Support Plans with the clusters of the literacy and numeracy continuums. This is further supported through the collegial conversation and support during additional release to work with the Learning and Support Teacher (LaST). Greater consultation continued with families and students around the implementation of Personalised Learning Plans for Aboriginal students. Having already established the three core values for Positive Behaviour for Learning in 2016, the development of five whole school expectations was the next step. Kootingal Public School, through extensive consultation with staff, students, parents and the broader community, devised five whole school expectations that are evident throughout the school, whether it be in the classroom or playground. These were devised from thorough analysis of current rules and expectations that would be consistent across the school and easily illustrated no matter the context. The five whole school expectations assisted in the teaching of the core values and the required behaviours from the PBL behaviour matrix.

In the domain of Teaching, the focus centred on assessment practices under the guidance of the Assessment team and 21st Century pedagogical skills from the 21st Century Learning team. The Assessment team focused centrally on Assessment For, As and Of Learning. The 21st Century team delivered a whole school initiative with a Mathematics group day for students K–2 and a trivia day for students 3–6. The success of the trivia day demonstrated the way in which students were able to collaborate and use their deep knowledge of KLAs to create, develop and implement a concept with a large group of people.

In the domain of Leading, the main focus was the further development of distributed leadership across the school with the teams forming the structure and providing classroom teachers the opportunity to model, deliver and assist in the future directions of Kootingal Public School.

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/self-evidence-guide>

Strategic Direction 1

Diverse Curriculum

Purpose

Through implementing a diverse curriculum, KPS caters for all students by creating quality, engaging and appropriate learning experiences in accordance with current syllabus documents. This ensures all students are given opportunities to develop strengths, overcome weaknesses and perform to their full potential.

Overall summary of progress

Kootingal Public School continued to deliver a varied and diverse curriculum offering in 2017. This curriculum pattern fostered our school's love of music and desire for cultural awareness, and enabled additional professional learning with the support of the Learning and Support Teacher (LaST) for each classroom teacher. Professional learning focused on the development, implementation and review of ILPs and PLPs with teacher participation in the Online Training course of Autism.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students identified as requiring additional support are achieving incremental goals in literacy and numeracy as demonstrated through longitudinal analysis of ILPs 2015 – 2017.	0.6 additional teacher staffing (French, Music and LaST) \$54000	<p>Staff are proficient in the use of cluster data in the identification of students performing below expected levels and the design, implementation and evaluation of learning and support plans to support students requiring additional support.</p> <p>Staff feedback indicates strong support for the ongoing additional RFF with a commitment to focusing on school improvement priorities. The main priority for 2017, besides the development of learning and support plans for identified students, was the facilitation of training in Autism through Online Learning Australia. This additional RFF, via the employment of two teachers, serves a dual purpose with the expansion of student knowledge of music and French through participation in the respective programs. Regular presentations to parent and community are well supported with anecdotal feedback indicating a high level of agreement of the continuation of these programs.</p> <p>The LaST refined the procedures when developing ILPs and PLPs, including the development of a timeline/sequence for referral to the Learning and Support team.</p>

Next Steps

1. Progressive withdrawal of LaST support during additional RFF in 2018 to further facilitate training and development in other school priority areas.
2. Continuation of additional RFF to facilitate further training and development in other school priority areas.

Strategic Direction 2

Teacher Quality

Purpose

At KPS, we develop the capacity of each individual teacher to ensure the best delivery of the curriculum. This leads to improved student outcomes, setting up students to succeed and become well-informed, active citizens of their community.

Overall summary of progress

Focus on Reading commenced Term 1 2017. All staff, even those previously accredited, participated enabling expertise to be shared among all staff in a supportive environment. While a decision was made to cease training at the end of Term 3, it was based on the needs of the teaching staff with consolidation of the concepts required and further support by means of mentoring and team teaching by the school-based trainer.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
As a result of professional Learning of Focus on Reading, students are utilising the Super 6 comprehension strategies to improve reading outcomes. This is evidenced by an overall 10% increase in students achieving the exit benchmark of 22 in Year 2 2017.	Focus on Reading Lead Trainer and School-based Trainer training and release of classroom teachers \$25000	Training was secured for a school-based Focus on Reading Trainer and commenced Term 1 2017. Sessions for staff were delivered during half day release and after school meeting sessions. A decision was made at the end of Term 3 to consolidate the training and not move to the last module of learning. This module will be delivered Term 1 2018. The FoR school-based trainer worked with staff in the classroom, mentoring, team teaching and evaluating lessons during Term 4 2017. Current data indicates that numbers of students achieving the exit benchmark of 22 is remaining steady.
Different types of assessment are developed across the school ensuring assessment of, for and as learning drives accurate placement of students on the Literacy and Numeracy continuums and forms the basis of planning program delivery to meet the individual needs of students.	Nil	The Assessment Team continued their series of professional learning activities that focused on the assessment of, for and as learning methods. This, combined with the continuation of the additional RFF time with our LaST using the literacy and numeracy continuums as the basis of assessment of students' skills, has seen teachers become increasingly independent in the identification of students' level of skill. Development of the assessment folder for stages 2 and 3 did not occur this year. Examination of a stage 3 scope and sequence of assessment for 2018 will occur.

Next Steps

1. Continuation of Focus on Reading training to complete Module 4 and moving into Vocabulary in 2018.
2. Development of an assessment timeline for the whole school, with the largest emphasis on years 3–6.
3. Development of the Stages 2 and 3 assessment folder.

Strategic Direction 3

Student Welfare

Purpose

At KPS, we recognise that all children are individuals. We aim to provide social, emotional and academic support to enable all children to achieve the level of which they are capable. All children have the right to access the curriculum and all teachers are committed to working in collaboration with parents and the community to ensure the appropriate accommodations and adjustments support the learning and wellbeing needs of each student.

Overall summary of progress

We achieved significant progress in the area of Positive Behaviour for Learning (PBL). Whole school consultation continued in 2017 with the development of the five whole school expectations. The PBL team focused on the analysis of data of student behaviour, the teaching of the whole school behaviour matrix and the development of consistent classroom discipline practice with the use of a traffic light system. Systems are now in place allowing for data collation and communication of the data to staff and the broader community. School-wide Evaluation Tool (SET) survey indicated specific focus areas for 2018. While the target was a reduction in behaviour referrals by 10%, there was an increase in the number of referrals due to the awareness that was created in students and staff through the explicit teaching of expected behaviours.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
As a result of best practice in student welfare, there is a reduction of 10% in student behaviour referrals from 2015 – 2017.	Nil	The PBL team focused on the following aspects in 2017: <ul style="list-style-type: none">• analysis of data of student behaviour to identify the predominant behaviours• the development of systems to ensure ease of collation and communication with the broader school community• refinement of new behaviour referrals to encompass all areas of the school• development of a classroom behaviour management system that is consistent across the school K–6• development of 5 whole school expectations that are consistent across all contexts within and external to the school and• teaching the core values, five whole school expectations and the predominant behaviours as identified in the analysis of data.

Next Steps

1. More visual images and messages for our community about PBL.
2. Specific PBL signage across the school outlining expectations in each area.
3. Inclusion of a staff induction of PBL at the commencement of each year.
4. Development of a community induction pack for PBL.
5. Further developing our 'free and frequent' rewards, like house points, and explicitly linking them to our five whole school expectations.
6. Refinement of induction booklets for PBL for both staff and community.
7. Development of a behaviour consistency guide.

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	0.318	Kootingal Public School utilised the additional staffing as a way to support students in the middle bands of NAPLAN in Numeracy. This additional support was based on small group withdrawal and focused on the skills required to move students into the proficient bands as identified through data analysis.
Socio-economic background	\$83 011	<p>The total socio-economic funding allocation was devoted to the employment of specialist French and Music teachers under the Strategic Direction Diverse Curriculum and the employment of a specialist consultation in the area of writing for years 3–6.</p> <p>Through our community consultation regarding the new school plan, it was obvious that a curriculum that offered different opportunities for children was necessary for the community.</p> <p>The writing program delivered by Dr Kate Bricknell demonstrated the simplest of means to achieve value added results through the use of rubrics when explicitly teaching writing. The data obtained indicated students were increasingly aware of the parameters of writing, enabling them to compare previous compositions and focus on areas of future development.</p>
Support for beginning teachers	\$4081	This funding was held as the teacher who attracted the funding was on leave during 2017.
Aboriginal background loading	\$46283	<p>The allocation was devoted to the employment of our Learning and Support Teacher (LaST) for an additional day, the employment of an additional School Learning and Support Officer (SLSO) and the training of a school-based trainer and release of classroom teachers for Focus on Reading.</p> <p>The employment of the LaST for an additional day directly assisted classroom teachers in their identification, development, implementation and communication of ILPs for students and professional learning in Autism.</p> <p>The employment of the SLSO was pivotal in the delivery of the reading intervention programs MiniLit and Catch Up. As a result of the delivery of these reading intervention programs, Kootingal Public School tailored the reading intervention program to the students. This ensured that each student referred to the Learning and Support team was assessed and matched to the correct intervention program for their needs. Data indicates an improvement in student outcomes with growth in both word attack skills and reading fluency for each student as well as exit strategies for students to keep progressing.</p>

Aboriginal background loading	\$46283	The remaining portion assisted in the payment of a Leader trainer in Focus on Reading, training of the school-based trainer and subsequent release of classroom teachers for FoR training.
Low level adjustment for disability	\$20995	The total funding allocation was devoted to the permanent hours of a School Learning and Support Officer. The employment of the SLSO was pivotal in the delivery of the reading intervention programs MiniLit and Catch Up. As a result of the delivery of these reading intervention programs, Kootingal Public School tailored the reading intervention program to the students. This ensured that each student referred to the Learning and Support team was assessed and matched to the correct intervention program for their needs. Data indicates an improvement in student outcomes with growth in both word attack skills and reading fluency for each student as well as exit strategies for students to keep progressing.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	87	88	101	107
Girls	89	92	83	85

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	92.7	95.6	95.1
1	94	95.5	94.1	92.2
2	95.2	93.7	95.2	93.7
3	95	95.7	91.3	94.5
4	94.7	93.1	94.6	93.5
5	96.8	93.9	94.5	94.5
6	95.5	95.7	94.8	95.3
All Years	95.4	94.4	94.3	94.1
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

In 2017, Kootingal Public School moved to a third-party software package for the maintenance of attendance. Attendance information is now available for all staff. This software was used in conjunction with the text messaging service and enabled a seamless transition. Parents are quick to respond to the text messaging service, easing potential confrontations from phone calls. Students with attendance patterns of concern were raised at Learning and Support Team meetings. Overall, attendance at Kootingal Public School remains steady and above the State average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	6.77
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.04
Other Positions	0

*Full Time Equivalent

At Kootingal Public School, one staff member identifies as being of Indigenous descent.

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

The main areas of focus for professional learning in 2017 were the implementation and review of ILPs for identified students, Online Training in Autism, assessment practices in line with assessment of, as and for learning, PBL methodology, Think It Write It program with Dr Kate Bricknell and Focus on Reading (FoR). Staff also completed mandatory training in CPR and Anaphylaxis.

In 2017, one teacher was in the maintenance phase while another was pursuing accreditation at the Proficient level (part time temporary teacher).

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	\$
Balance brought forward	165,151
Global funds	142,414
Tied funds	228,320
School & community sources	42,946
Interest	3,460
Trust receipts	27,102
Canteen	0
Total Receipts	444,244
Payments	
Teaching & learning	
Key Learning Areas	12,905
Excursions	4,956
Extracurricular dissections	9,082
Library	2,767
Training & Development	242
Tied Funds Payments	182,877
Short Term Relief	33,710
Administration & Office	19,131
Canteen Payments	0
Utilities	22,167
Maintenance	23,368
Trust Payments	14,382
Capital Programs	0
Total Payments	325,588
Balance carried forward	283,807

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 (\$)
Opening Balance	0
Revenue	302,513
Appropriation	289,210
Sale of Goods and Services	2,152
Grants and Contributions	11,151
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-100,782
Recurrent Expenses	-100,782
Employee Related	-51,235
Operating Expenses	-49,546
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	201,731
Balance Carried Forward	201,731

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.

	2017 Actual (\$)
Base Total	1,430,288
Base Per Capita	28,120
Base Location	3,802
Other Base	1,398,366
Equity Total	231,508
Equity Aboriginal	46,283
Equity Socio economic	83,011
Equity Language	0
Equity Disability	102,214
Targeted Total	27,880
Other Total	47,232
Grand Total	1,736,907

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.

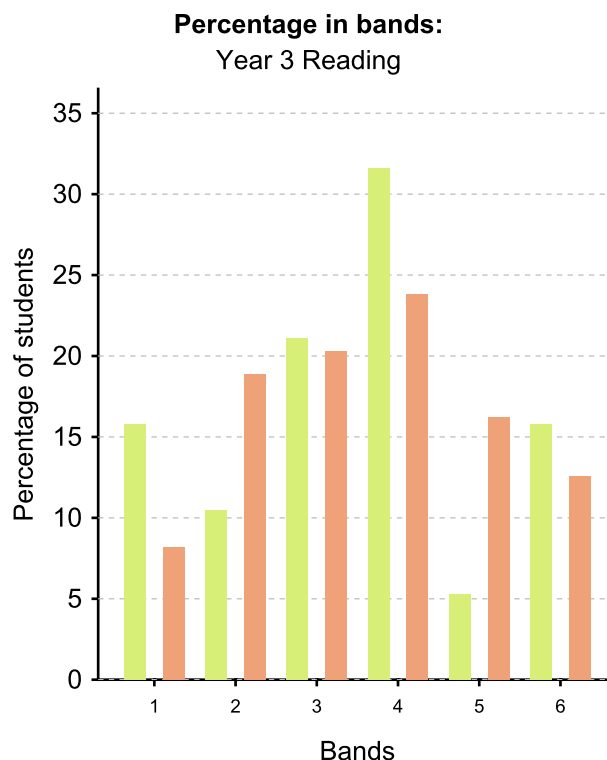
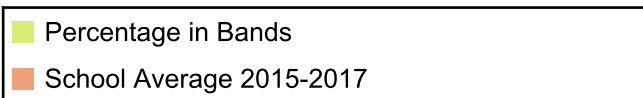
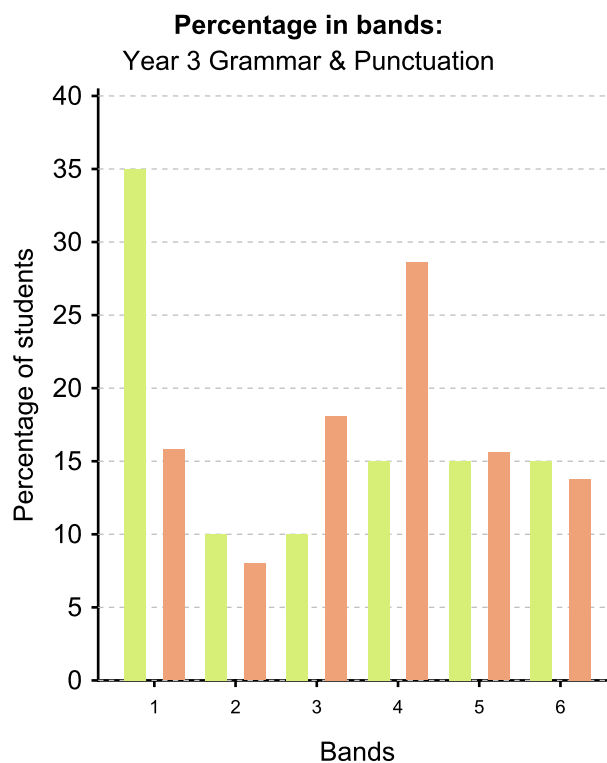
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

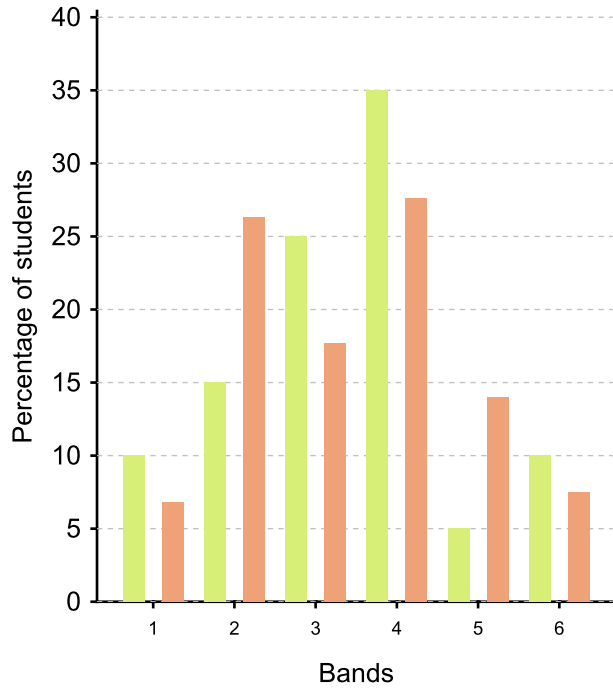
NAPLAN

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.

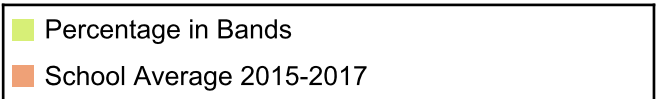
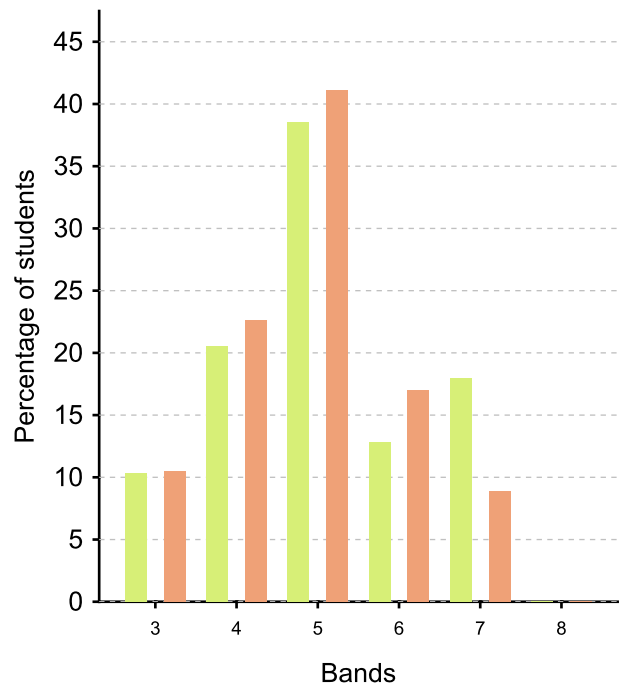
Major focus areas for Kootingal Public School continue to be reading and writing across all year levels. Reading results indicate our students directly locate and infer meaning in narrative texts but experience difficulty when reading information texts. This is consistent across both year 3 and year 5 results. Data in writing indicates students are performing well in foundation skills but require a more comprehensive vocabulary when composing texts.



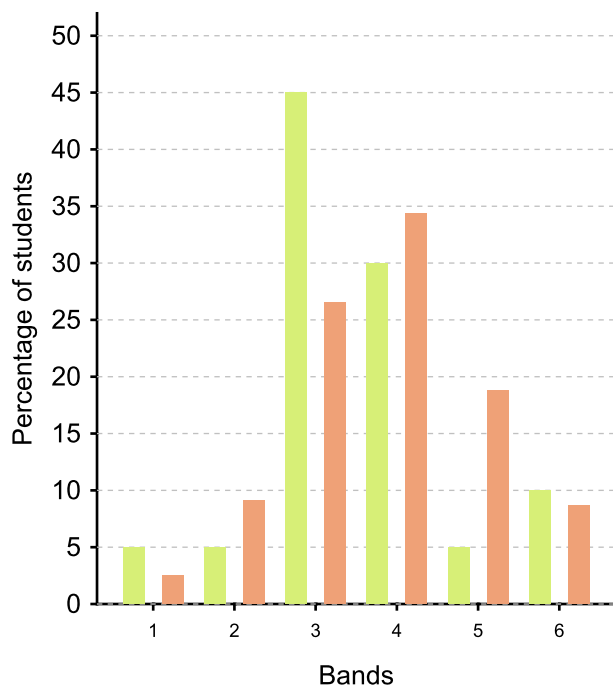
Percentage in bands:
Year 3 Spelling



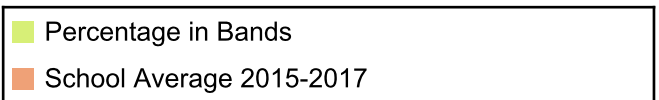
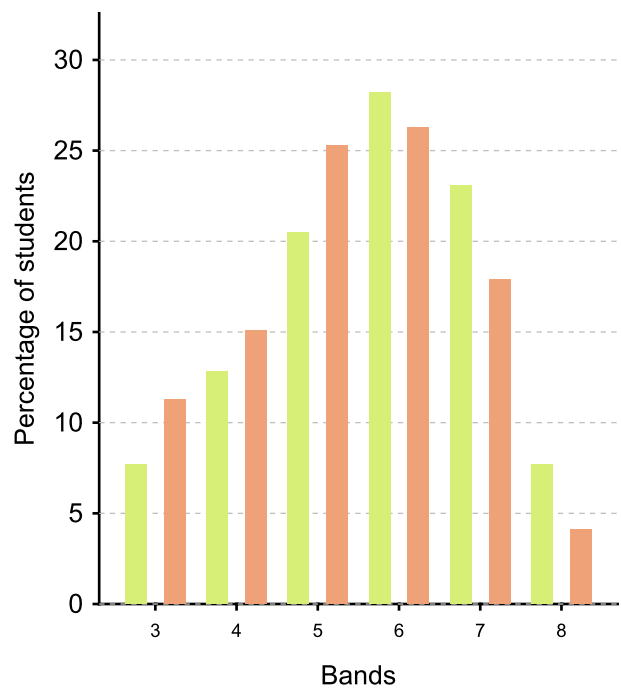
Percentage in bands:
Year 5 Writing



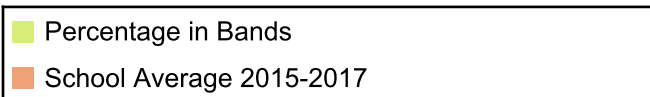
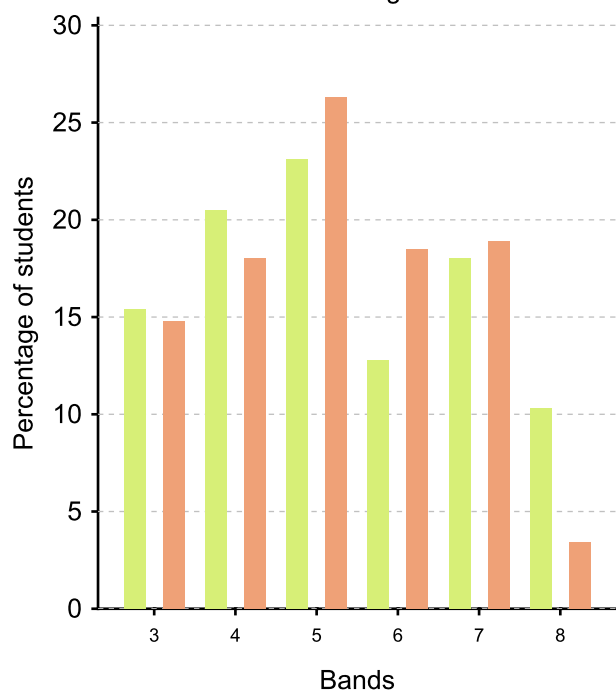
Percentage in bands:
Year 3 Writing



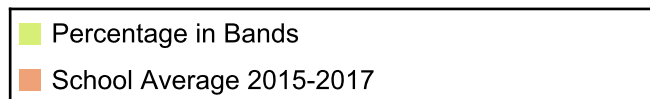
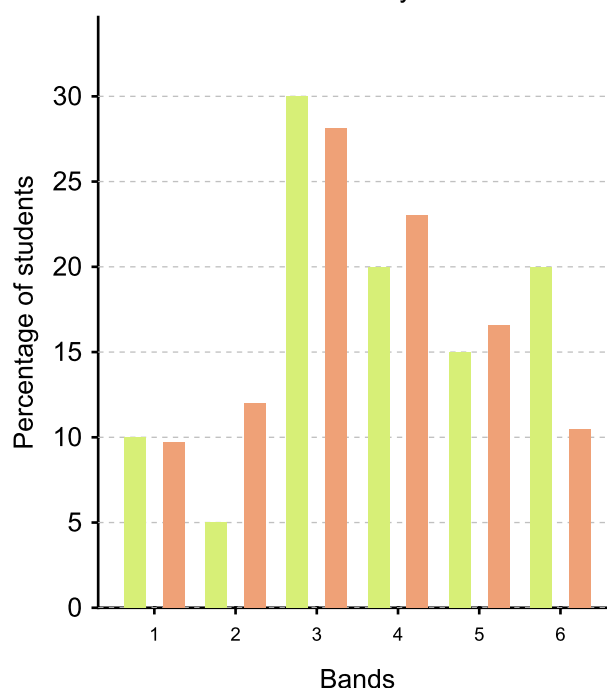
Percentage in bands:
Year 5 Spelling



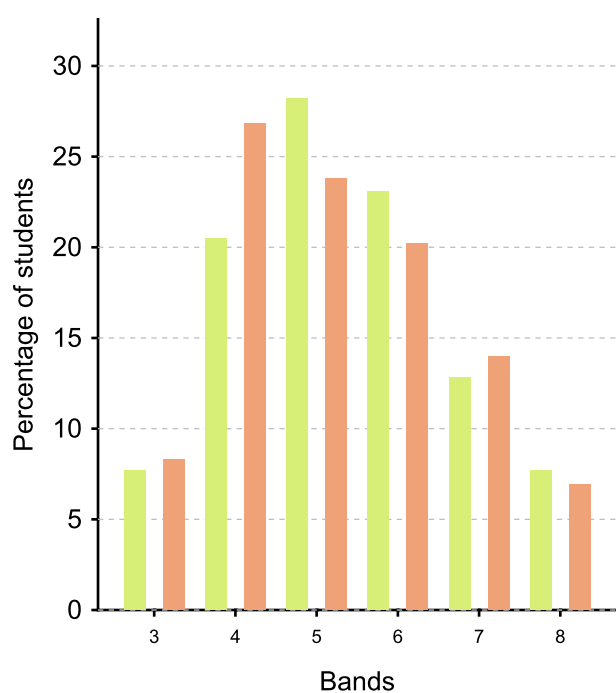
Percentage in bands:
Year 5 Reading



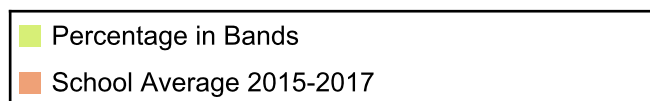
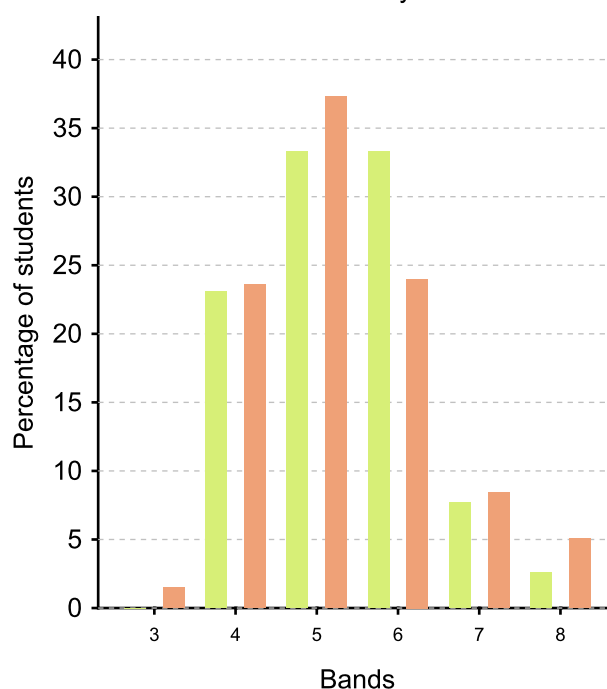
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Numeracy



Kootingal Public School's numeracy data indicates we are strong in number but experience difficulty decoding word problems, particularly those that are multi-step and require multiple operations. Kootingal Public School has coordinated programs targeting students in the middle bands for small group withdrawal. Techniques used in these small groups are based on Newman's analysis. Continued focus areas in 2018 are

Parent/caregiver, student, teacher satisfaction

In 2017, Kootingal Public School conducted a survey of the communication practices within and external to the school. The detailed responses serve to enhance our future directions in this area. In summary, the results demonstrate our key strengths as providing quality information, ability to use information easily and efficiently, and engagement with others. Our main areas for development are:

1. Communicating with families about how well the school communicates and engages with families
2. Engagement of the community about the school plan and possible revisions of the school plan and
3. The explicit communication of the school's vision.

Multi-cultural perspectives are a fundamental component of school practices ensuring an inclusive school community and racism-free learning and working environment. Students attended weekly religious education lessons and combined Easter, Education Week and Christmas assemblies. Students in class 5/6W also participated in the CWA Country of Study. The country of study was Nepal.

Kootingal Public School also has anti-bullying programs that are taught throughout PDHPE and a trained Anti Racism Contact Officer (ARCO) in Mrs Nicole Chegwyn.

Policy requirements

Aboriginal education

NAIDOC week was recognised in 2017 with stories from local elder Mrs Stella Lamb. Mrs Lamb told Dreamtime stories from her childhood in our country. She also talked about her childhood, her family, her memories and her totem, which is the pademelon. She explained the importance of her totem to her family. The stories she told included Old Mother Tongue Bung, Ngalo the Fish and King Binjii, How the Sea got its Waves, The Little Wonga Pigeon and the Warratah. It was an absolute delight having Mrs Lamb visit our school.

Personalised Learning Plan SMART goals were developed in conjunction with students and families, and were tracked during the additional professional learning time with the LaST. Aboriginal perspectives are embedded in class teaching and learning programs. All formal occasions include the Acknowledgement of Country as per the prescribed protocols.



Multicultural and anti-racism education

As a part of the K–6 music program, students participated in the Count Me In program. Class music lessons were conducted with Mrs Walsh focusing on music and musical instruments from different countries. Kootingal Public School also celebrated Harmony Day in 2017 with each individual class conducting activities. Class 3/4M produced a Harmony Day presentation at the whole school assembly.