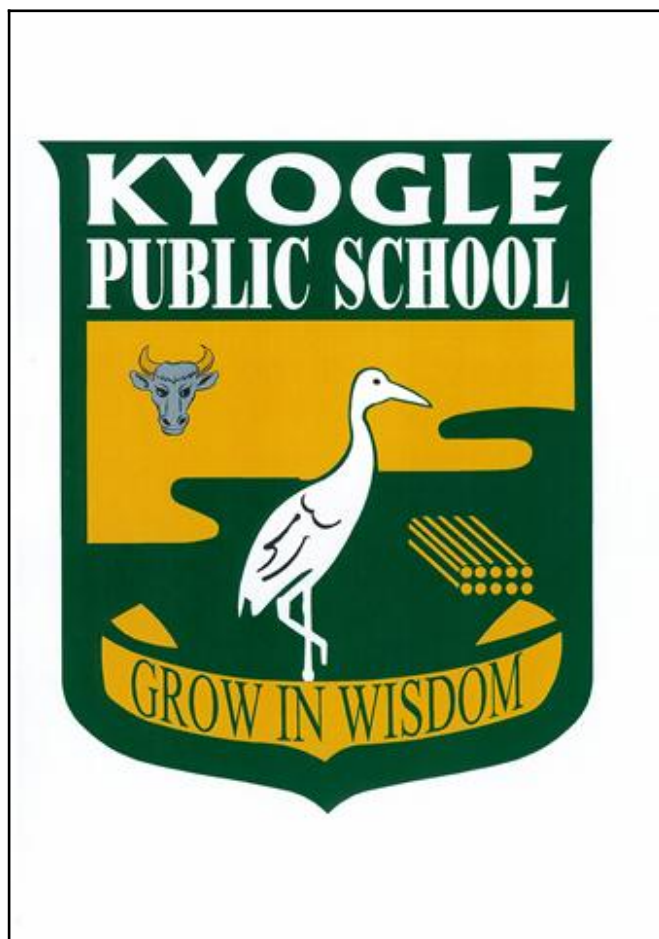
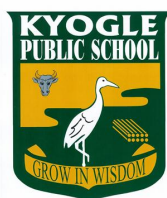


# Kyogle Public School

## Annual Report



2017



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## Introduction

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

Donna Caldwell

Principal

### School contact details

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6632 1200

## School background

### School vision statement

Kyogle Public School will strive to deliver an excellent education in a warm and nurturing environment and is committed to helping all students reach their full potential.

There is a whole school focus on improving the curriculum and increasing the students engagement in learning. Our goal is to improve the level of Literacy and Numeracy outcomes of all students. Kyogle Public School has set high expectations for achievement formed around the syllabus framework and the capabilities of the individual child.

### School context

The students are drawn from diverse backgrounds with a wide range of abilities and achievements represented in each year group from Kindergarten to Year six. Kyogle Public School has 17% of students identify as Aboriginal or Torres Strait Islander. The school is organised into six teams consisting of three Stage teams, Learning and Support team, Aboriginal Education team and a Positive Behaviour and Learning (PBL) team. Each Stage team is led by an Assistant Principal. Kyogle Public also has curriculum teams led by teachers. Kyogle Public School has embraced the Stronger Smarter Institute's way of thinking and philosophy in developing relationships and connections within the school and community.

## 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

In the domain of Learning and strategic direction 1 of our School Plan, our focus has been on Quality Teaching and Learning in Literacy. **Kyogle Public School** prides itself on supporting students in all aspects of their learning to establish the key principles of access and equity for all learners. We continue to look at ways to actively collect and use information to support students. Our transition programs, with a particular focus on our Early Stage One and Stage Three to best support our students' needs are constantly reviewed and refined. Kyogle Public School staff have created a supportive and collaborative learning culture within the community. Parents take an active role in their child's education by attending Meet the Teacher appointments twice a year. Parents were instrumental in the process of lifting the community image of the school by acting as the focus group around Positive Behaviour for Learning. The school in responding to a changing world, provides students with opportunities to engage in a range of activities, including, PSSA, Musical opportunities, Vocalist Programs and Environmental Programs. All these opportunities have provided our students with the various means to reach their full potential as a "Whole Child". Our continued work in the area of new curriculum development and implementation, has included the implementation of a whole school Spelling Program, ensuring that staff are continuing to align teaching and learning with the New South Wales Syllabus for the Australian Curriculum, in a consistent approach that differentiates for need. The school's strategic direction of high levels of student engagement and achievement is constantly addressed and reviewed. We believe at Kyogle Public School we are creating engaged successful learners who achieve their potential.

### Teaching

In the domain of Teaching and strategic direction 2 of our School Plan, our focus has been on staff participating in Quality Teaching and Learning in Numeracy. In the domain of Teaching, our focus has been to embed and sustain school practices where teachers take responsibility for ongoing learning, professional growth and career development to improve student outcomes across the curriculum. Evidence of differentiation is seen across the school but in particular within key milestones for transformative practices in Literacy and Numeracy. Staff have embraced the new Professional Development Plan process. Teachers are required to align their professional development goals to the school's Strategic Plan and reference this when applying for professional learning activities. This alignment of professional goals and the Strategic Plan has built commitment to supporting whole school programs such as the Mathematical Concepts and has

ensured relevance for individual professional learning. As a result of the collaborative culture and a willingness to engage with other colleagues, staff at Kyogle Public School have led and participated in wider collaborative networks with other schools. Staff have been able to share their expertise and celebrate their success with the wider community. We believe at Kyogle Public School, our staff is participating in professional development across the curriculum in order to develop high quality classroom practice. When designing and implementing whole school professional learning, priority is given to focus areas as reflected in staff Professional Development Plans.

## **Leading**

In the domain of Leading and strategic direction 3 of our School Plan, our focus has been on Meaningful Learning Opportunities, supported by collaboration within our school and across community of schools. We have developed a strong commitment, where Kyogle Public School is being recognised as a central part of our community. Through productive relationships with external agencies such as universities we aim to improve educational opportunities for students. As a school we recognise that leadership development is central to school capacity building and we continue to mentor and provide experiences for staff as well as students who are aspiring school leaders. We also understand that creative and innovative ways of using school resources can help maximise student learning. The employment of a Community Engagement Officer has seen more thorough school parent relationships. We have investigated using our teaching and learning spaces in a flexible and fluid way to maximise learning opportunities. As a school we are committed to ensuring that the school is well resourced to support newly created units of work to meet new Syllabus requirements and that current technologies are accessible to staff and students.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Quality Teaching and Learning in Literacy

#### Purpose

To support all students to become competent readers and writers through the effective implementation of quality school literacy programs, strengthening staff capacity and engaging students in purposeful learning.

#### Overall summary of progress

Students are actively engaged in their learning, seeking support when needed. Staff provide appropriate learning activities, that reflect differentiation to meet individual student needs. Parents and carers are invited to participate actively to discuss the future directions of our school in respect to student learning, as well as participate in surveys. School leaders support teachers in the development of learning programs to meet student needs, as well as becoming leaders of learning to address individual staff members' needs and the Australian Professional Standards for Teaching.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Using PLAN data as benchmark;  Increase the percentage of students achieving cluster 8 or above in the aspect of writing in Year 2 from 0% to 20%		
Plan data: 55% of Year 4 students achieving cluster 10 or above in comprehension		
100% of teachers programs will reflect the use of PLAN data to guide their programming.		

#### Next Steps

Teachers will ensure they provide explicit, specific and timely feedback to students explaining how to improve their performance. Beginning and early career teachers will continue to be supported in areas of need as identified via the Professional Development Framework. Professional learning, team teaching, classroom observations and mentoring will be evident in providing support to teachers and administrative staff. Staff Professional Development will continue in relation to differentiated learning, Literacy and future focused learning.

## Strategic Direction 2

### Quality Teaching and Learning in Numeracy

#### Purpose

To support students to become competent mathematicians through the delivery of highly engaging teaching and learning programs that specifically develop the numeracy skills of students. To strengthen staff capacity and engaging students in purposeful learning for success and progress.

#### Overall summary of progress

Staff have undertaken professional development sessions in line with the Performance and Development framework and the Australian Teaching Standards, hence developing quality teachers/learners. Staff now deliver effective programs that reflect current educational research of best practise, hence meeting NESA requirements, resulting in improved student outcomes. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN  Increase the expected growth of Year 5 students achieving greater than or equal to expected growth in numeracy from 40% to 45%		
100%of teachers programs will reflect the use of PLAN data to guide their programming.		

#### Next Steps

Teachers will regularly review external and internal performance numeracy data to evaluate the effectiveness of their own teaching practises.

Teachers will provide feedback to students on a regular basis to enable them to self evaluate their own performance.

Teachers will work collaboratively within grades and across stages to ensure consistency of curriculum delivery, including strategies for differentiation.

## Strategic Direction 3

### Meaningful Learning Opportunities

#### Purpose

To work together as a learning community to engage students in meaningful learning opportunities that cater for the needs of all students and enables every student to build respectful healthy relationships with peers, staff and family.

#### Overall summary of progress

Kyogle Public School is working together as a learning community to engage students in meaningful learning opportunities that cater for the needs of all of staff. Staff have developed and followed an individualised Performance and Development Plan. Thus in consultation with their supervisor creating meaningful opportunities for them and their students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A high percentage of students accessing extra-curricular activities and students highly engaged in their area of interest. From 40% in 2014 to 80% in 2015.		

#### Next Steps

Positive and respectful relationships across the school will continue to be widened and promoted in order to maintain a productive working environment that supports experiencing meaningful learning opportunities. Close observation and evaluation of areas of need and areas of interest will be identified and strategies put in place to address them.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	158	166	157	141
Girls	156	156	158	160

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.5	86.8	86.5	85.8
1	92.4	92.7	94.5	91.4
2	92.1	94.3	92.3	94.7
3	90.5	91.9	94.4	92.9
4	93.4	90.8	91.6	93.4
5	93.3	94.4	89.7	92.1
6	91.3	91.8	92.7	93.5
All Years	92.4	91.8	91.6	92.2
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

Kyogle Public School has an electronic attendance system with attendance and non-attendance monitored on the EBS4 system. Unexplained absences are flagged with letters sent to parents. After three days of students being away unjustified, teachers contact parents/carers. Principal reviews attendance report on a weekly basis and may request from the office specific students that are outstanding in their non attendance. Ongoing issues or concerns regarding attendance are referred to the Home Liaison Officer and the Learning Support Team.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.25
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	2.72
Other Positions	0

\*Full Time Equivalent

The staff at Kyogle Public School are a strong and dedicated team. There is 1 permanent Aboriginal Teacher employed at our school.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Professional learning during the course of the 2017 school year had a number of focuses. One of our 2017 focuses was Numeracy looking at training with Targeting Early Numeracy (TEN) and Taking Off with Numeracy (TOWN)

Being a pilot school for the LMBR system, has needed ongoing training as not only the office procedures are vastly different it also now monitors and manages our whole school behavioural records, student attendance. Staff continue to develop their skills to use these systems consistently. We have six teachers working toward accreditation.



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

### Financial summary

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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	224,218
<b>Revenue</b>	3,340,159
Appropriation	3,217,416
Sale of Goods and Services	3,427
Grants and Contributions	115,258
Gain and Loss	0
Other Revenue	0
Investment Income	4,057
<b>Expenses</b>	-3,094,690
Recurrent Expenses	-3,094,690
Employee Related	-2,822,135
Operating Expenses	-272,555
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	245,469
<b>Balance Carried Forward</b>	469,687

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,091,737
Base Per Capita	48,140
Base Location	22,698
Other Base	2,020,899
<b>Equity Total</b>	450,898
Equity Aboriginal	37,999
Equity Socio economic	215,137
Equity Language	925
Equity Disability	196,837
<b>Targeted Total</b>	357,093
<b>Other Total</b>	179,507
<b>Grand Total</b>	3,079,234

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.

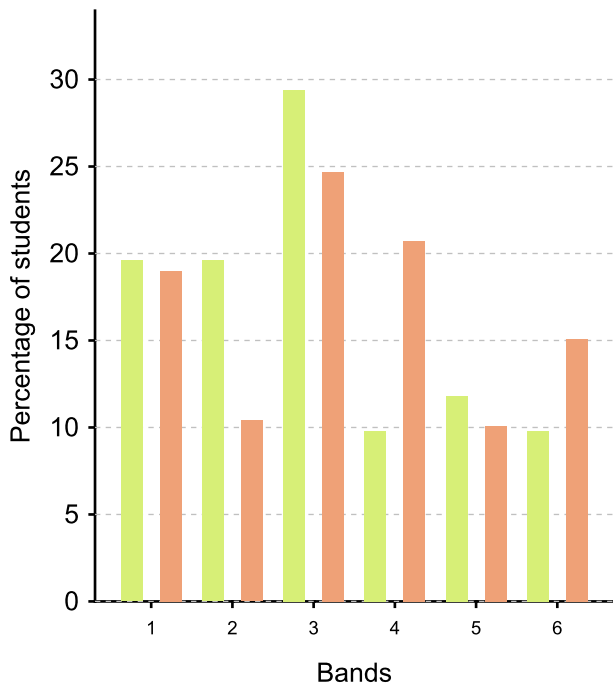
## School performance

### NAPLAN

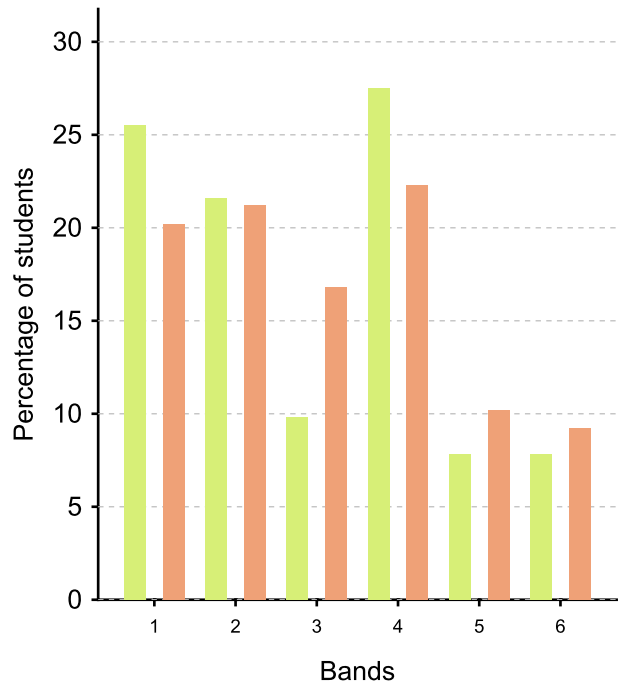
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

See presented graphs that share our school data on performance in Literacy.

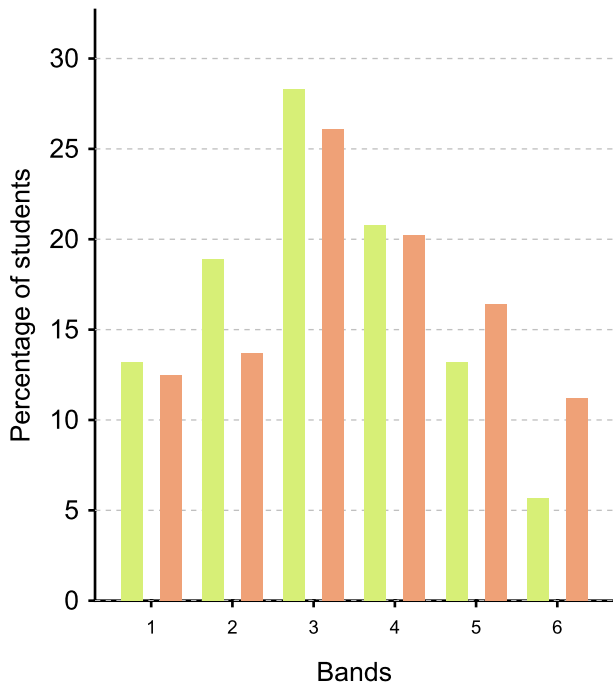
**Percentage in bands:**  
Year 3 Grammar & Punctuation



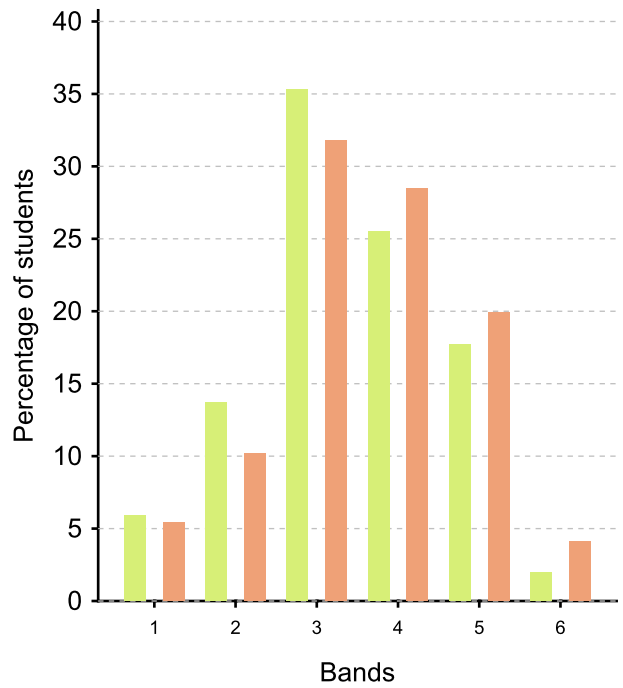
**Percentage in bands:**  
Year 3 Spelling



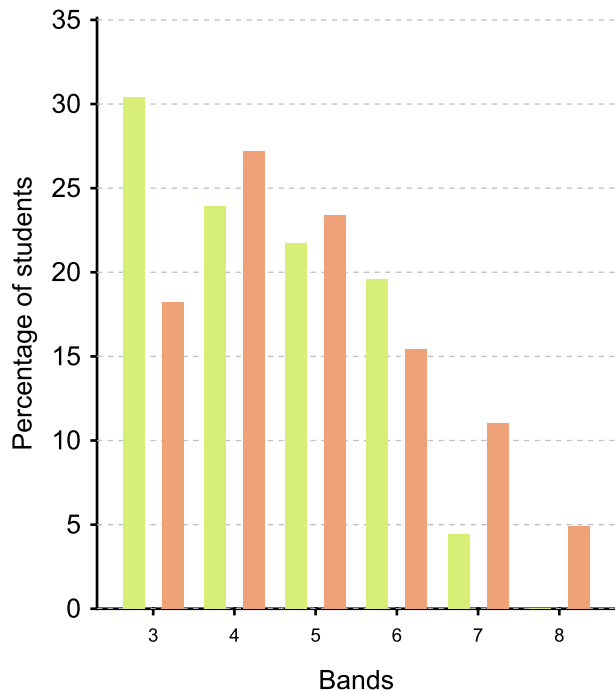
**Percentage in bands:**  
Year 3 Reading



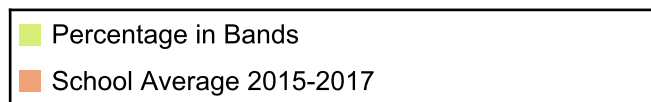
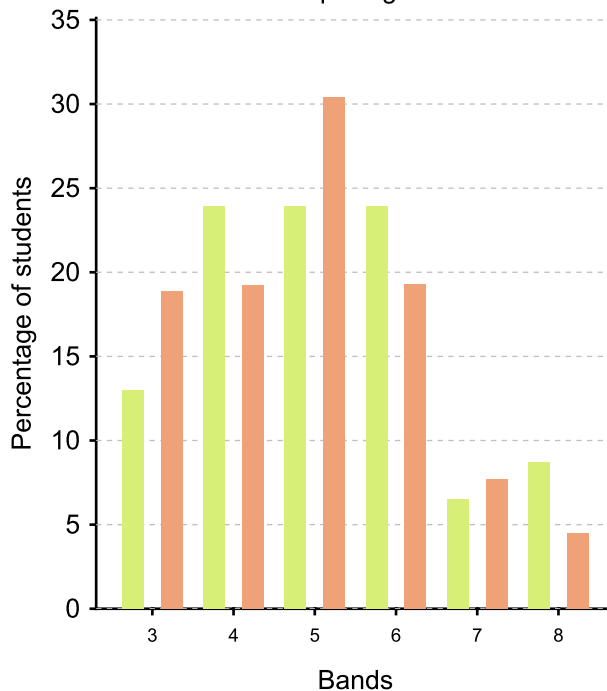
**Percentage in bands:**  
Year 3 Writing



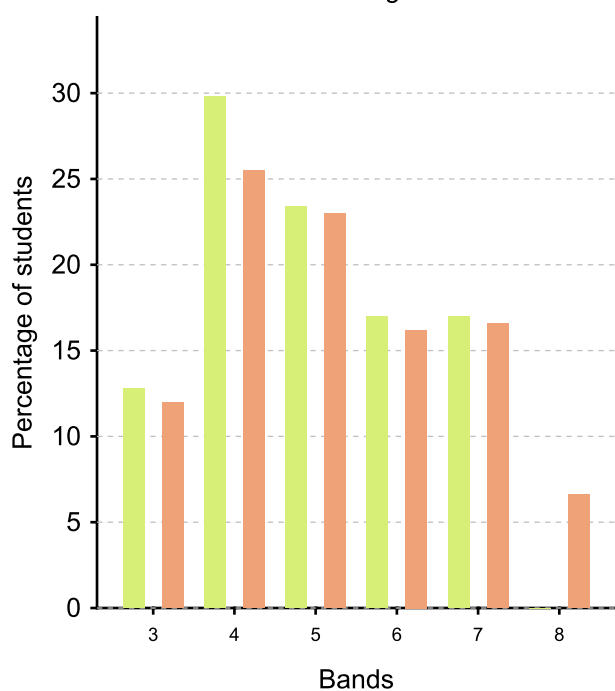
**Percentage in bands:**  
Year 5 Grammar & Punctuation



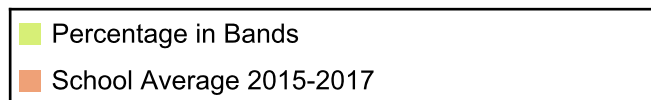
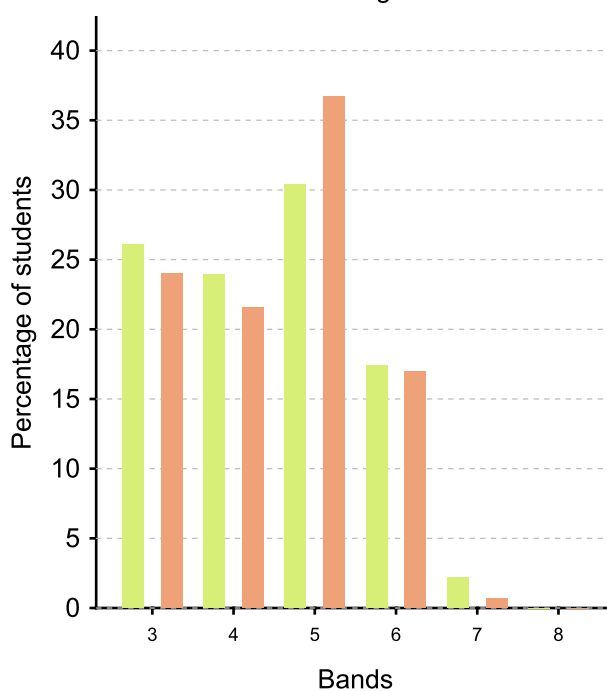
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading

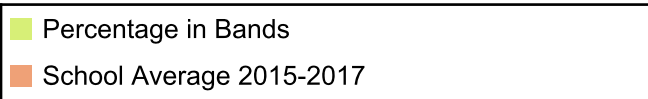
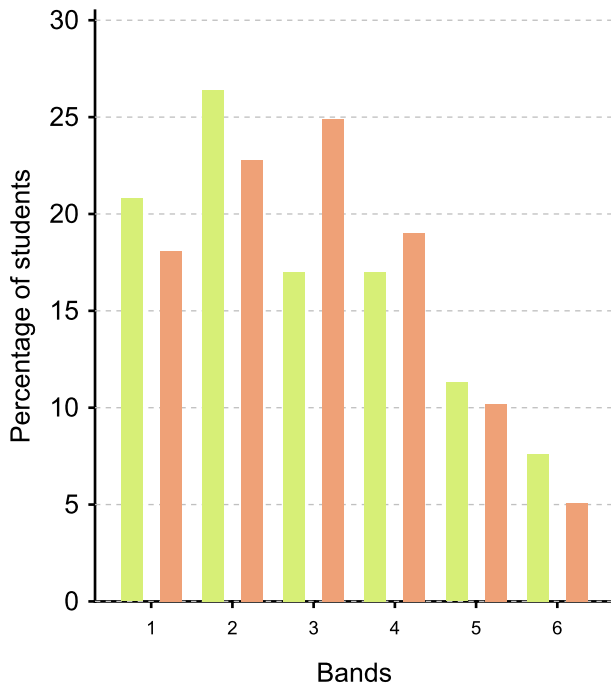


**Percentage in bands:**  
Year 5 Writing

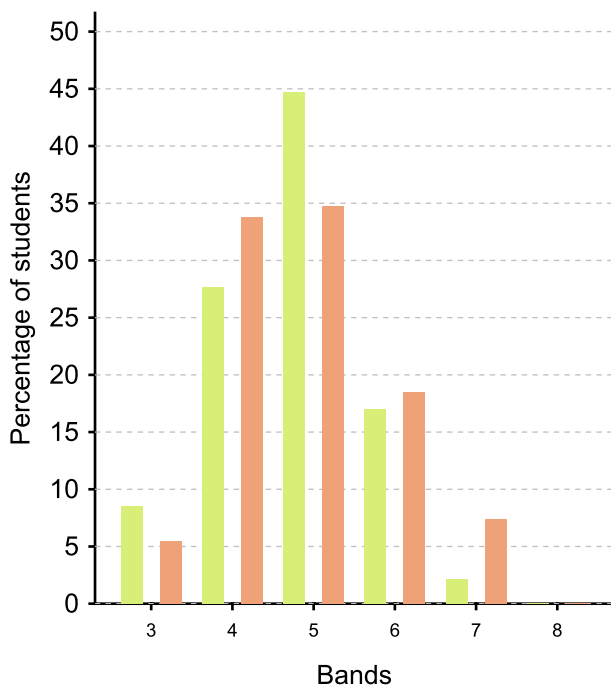


See presented graphs that share our school data on performance in Numeracy

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



*Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands>*

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## Parent/caregiver, student, teacher satisfaction

In 2017 the school sought the opinions of parents students and teachers about our school. A variety of strategies were used to achieve this. We used our P&C as a focus group when discussing parent satisfaction. Staff meetings to discuss teacher satisfaction and weekly Yarning circles to discuss student satisfaction.

As a result of these focus groups the parents, students and teachers were positive about the school and felt that the school worked hard to meet the educational and social needs of their children.

## Policy requirements

### Aboriginal education

At Kyogle Public School we are committed to improving Aboriginal students educational and social outcomes. Our Aboriginal team holds weekly meetings. We also hold an Aboriginal only meeting which the principal attends once a term with the agenda driven by the attendees.

All students have a Personalised Learning Plan. Acknowledgement of Country occurs at each assembly and significant school events. Our curriculum contains Aboriginal perspectives and Aboriginal education is embedded in classroom practise.

### Multicultural and anti-racism education

At Kyogle Public School we ensure that the Multicultural Education Policy is embedded an all areas of the curriculum as it is a vital component of school life at Kyogle. Our programs allow all students to identify as Australians with a democratic multicultural society. This ensures teaching practises that value the backgrounds of all students and which promotes tolerance and intercultural understanding. Our annual Harmony Day supports this understanding.

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.>

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's*