

# Kingscliff Public School Annual Report



2017



4054

## Introduction

The Annual Report for 2017 is provided to the community of Kingscliff Public School as an account of the school's operations and achievements throughout the year. It provides an 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. Kingscliff Public School had a wonderful 2017. I would like to congratulate and thank all students, on their application and dedication to their learning. The quality of our academic achievement, sport and creative arts is outstanding. We have worked hard to build a positive culture where students are friendly, responsible and respectful and who display our high expectations of 'safe and fair' behaviour. Students have experienced success as individuals, in groups and teams across a range of areas. Data from ACARA and internally indicates a strong standard of academic achievement across the school. Our partnership with Kingscliff High School as part of the Coastal Learning Community of feeder primary schools has strengthened with programs in transition to high school, sport, creative arts, science, Aboriginal education and gifted and talented focus areas being very successful.

Belinda Mirana

Relieving Principal 2017

### School contact details

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## School background

### School vision statement

#### **"Catch Our Wave of Learning"**

*Kingscliff Public School is committed to high standards and success for our students by supporting quality learning and best practice strategies in our teaching. Our teachers encourage students to be successful, creative and responsible. We endeavour to provide a supported, positive learning environment where students are invited to be active participants in their learning and maximise learning opportunities.*

### School context

Kingscliff Public School is situated in a beautiful seaside location and offers a full and varied curriculum within a supportive learning environment. In 2017 Kingscliff Public School had an enrolment of 627 students across 25 classes. Approximately seven percent of our students are of Aboriginal or Torres Strait Islander background. Kingscliff Public School is part of the Coastal Learning Community of local primary Schools networked with Kingscliff High School. Students are the focus of what we do. Our goal is to support and improve education and learning outcomes for students to receive quality teaching and support to achieve and progress in an inclusive school community where people achieve their potential, becoming life long independent learners. We acknowledge that teachers are a key factor impacting on student learning with quality teaching essential to the success of our students. We focus on literacy and numeracy achievement and create a range of opportunities for students to experience successful engagement also across sport and creative arts areas. We focus on the development of a positive learning culture with safe and fair responsibilities and student ownership of personal behaviour. Our strategic priorities and directions are in alignment with our school community expectations. With the support of our school community and our continuing focus to maintain a culture of high expectation in regards to academic, student engagement and well being standards, we provide quality educational programs for students in the Kingscliff community. We aim to embed and consolidate our improvements through ongoing professional learning support for teachers in 'best practice' supported by a culture of collaborative action and high expectation.

## 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.

During 2017, Kingscliff Public School used the NSW Department of Education's 'School Excellence Framework' to self audit progress towards excellence. Executive and teaching staff were involved in this process. Staff were required to rate our schools current performance against a number of descriptors along a continuum of excellence, from 'delivering', through 'sustaining and growing' to 'excelling'. The descriptors covered the three key elements of high quality teaching practice across the three domains of Learning, Teaching and Leading. Results from the survey indicated the school is presently meeting all of the 'delivering' and 'sustaining and growing' descriptors for all three domains of Learning, Teaching and Leading. Staff agreed the school was already 'excelling' in some areas, with a number of areas being identified for future development in our pursuit of excellence.

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

Enhancing Our Quality Dynamic Learning Culture.

### Purpose

Supporting our culture of collaborative evidence based learning, accomplishment and success for all.

### Overall summary of progress

Continued increased levels of staff have evidenced the use of data to monitor the effectiveness of teaching and to inform planning and future focused teaching. This is clearly evidenced within the classes and stages who are involved in the L3 Professional Learning Model. There is clear evidence that teachers consistently plan, develop, deliver and reflect on their teaching practice. Best Start data for Kindergarten students shows a consistent growth in literacy and numeracy skills across the year as a result of the explicit teaching practices in place. NAPLAN growth rates Year 3 – 5 show that they are in line or above expected growth in reading and grammar but lower than expected in spelling and numeracy.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers consistently plan, develop, deliver and reflect on explicit teaching, learning and assessment.  Best Start data.  NAPLAN data.  Student assessment data	QTSS, socio economic, low level disability and Aboriginal funding resources	Staff personally completed the SEF in regards to their own educational journey. The survey indicates an increased percentage of staff are sustaining and growing and excelling, under criteria of the SEF in terms of professional learning and use of data. All students K –2 were mapped in 5 week cycles against learning progression. All students K–6 were identified as "Critical", "At risk" or "On Track". Teaching programs evidenced adjustments of students as identified / necessary and these adjustments were uploaded into the NCCD data. SMART data and tools reflected on and utilised in teaching delivery to explicitly address identified curriculum outcomes. In Year 6 at the end of Semester 2 there were no students in the 'critical' range for writing skills. Stage 2 Maths data shows that at the end of semester 2, 52% of Year 3 students were in the 2 highest bands of school achievement data. In Year 4, 51% achieved in the the 2 highest bands of school achievement data. In Year 1 school literacy data at the end of Semester 2, 98% of students were achieving above expected targets. In Early Stage 1 at the end of Semester 2, 66% of students were on track or working beyond the expected level of achievement in text reading level . All teachers have successfully completed their PDP's including colleague observation, supervisor interview and report. SEF survey data shows increased levels of staff rating professional collaborative practice. L3 and Reading Recovery teacher observations evidence quality teaching to the standards identified.

### Next Steps

Professional Learning for teaching staff will have priority and focus on continuing to train staff moving into ES1 and S1 in the areas of L3. In Years 3 – 6 professional learning will continue focus on 7 Steps to Writing Success, Guided Teaching Models, Literacy focus strategies, such as "Bump it Up" wall and SMART data. Collaboration in planning, teaching and sharing identified best practice will underpin the professional learning. Systems for collaboration, classroom observation, modelling of effective practice and feedback will be embedded to drive and sustain improvements.

## Strategic Direction 2

Empowering our Learning Community.

### Purpose

Empowering our learning community by providing opportunities, values and skills for lifelong future focused learning.

### Overall summary of progress

Transition for pre to Kindergarten and from primary to high school was successful in 2017. Collaborative links with the High School through the CLC and the YULI program have been enhanced and resulting student engagement and parent information sessions evolved as a result. Stage based parent information sessions have been well received and attended.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional learning schedule and professional collaboration evident and aligned to teachers everyday work.  School excellence framework – key areas.  Student assessment data.	QTSS, socio economic, low level disability and Aboriginal funding resources.	L3 program implemented phase 2 for Year 1 and Phase 1 for Year 2. Planning in place to continue to train any new teachers moving into Early Stage 1 and Stage 1 in 2018. Review of the "First Wave" Play group shows high level of support for the program and planning undertaken to extend operation into 2018. All programs successfully implemented and reviewed. They show a high level of school capacity to deliver social/ emotional learning programs which support and link to classroom teaching programs.

### Next Steps

Increasing staff capabilities through collaboration of identified best practice and professional learning will be a focus in 2018. Professional learning will be in the main school based and managed as part of the teachers every day work. It will be designed to be purposeful, engaging and specific.

## Strategic Direction 3

System and Organisational Efficacy.

### Purpose

Enhancing our organisational power and capacity to produce a desired outcome.

### Overall summary of progress

Mentoring and coaching supports an increasing collaborative culture of professional learning. Teaching accreditation awareness and engagement over time is informing and guiding forward planning. School excellence mapping against best practice standards is providing a framework for reference, assessment against and guide for future school direction and planning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School excellence framework.  Ongoing assessment underpins the teaching and learning cycle.	QTSS, socio economic, low level disability and Aboriginal funding resources.	Flexible staffing and planning in place to support across curriculum perspectives. These include the successful implementation and high levels of success in a number of flexible learning programs including – KIMP and dance in CAPA, sport skills in PE., future focused learning in library; Learning Centre programs for LAST; Hub Club and utilising our School Chaplain in student well being. Planning for continuation of flexible staffing across the successful identified areas is in place for 2018. System and school based student data for literacy and numeracy K–6 enables individual, whole class and stage based monitoring of progress for the year. Students identified as requiring additional support are planned for and supported. Students 'on track' to stage based targets have successfully continued their progress. Approximately 25 – 30% of students identified as working beyond receive extension work to their standard of achievement.

### Next Steps

Flexible use of school staffing will underpin the professional learning capacity of the school. This will be informed by recognised best practice frameworks to guide and inform school planning. Curriculum engagement for students will be designed to create learning opportunities that are significant, highly engaging, fun and supportive of student development and well being.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Background funding.	Individual Aboriginal student data in NAPLAN and Learning Progressions K–2 were reviewed confirming successful engagement of academic (literacy and numeracy focus) and student well being programs for Aboriginal students. Individual Personalised Plans (PLPs) for all ATSI students within the school. Review of YULI program evidenced high level success with planning for continuation of program in 2018.
<b>Low level adjustment for disability</b>	Low level disability funding.	All students who require a PLSP or have been identified under NCCD have been reviewed with class teacher and LAST to support literacy and numeracy targets.
<b>Quality Teaching, Successful Students (QTSS)</b>	Quality Teaching and Successful Students Funding.	All Kindergarten, Year 1 and Year 2 classroom teachers successfully engaged in L3, completing all sessions and expectations to progress to the next level of professional learning.
<b>Socio–economic background</b>	Socio Economic Background Funding	L3 literacy data in Kindergarten, Year 1 and Year 2 show performance of low SES students are on par. NAPLAN results in Year 3 and 5 show on par results compared with high SES students.
<b>Support for beginning teachers</b>	Support for beginning teachers.	Professional Learning in L3 completed by beginning teacher. This expertise will be used in collaboration with other teachers and in the role of professional support in 2018.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	261	273	302	330
Girls	248	262	271	294

The table shows a steady growth in numbers of both boys and girls enrolled at Kingscliff Public School from 2014 – 2017.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.3	94	94.6	94.9
1	94.8	93.6	93.6	94.4
2	93.8	94.1	93.2	94.6
3	95.2	94.5	93.8	92.7
4	94.1	93.8	92.9	93
5	95	93.2	92	92.5
6	92.6	95.5	91.1	90.7
All Years	94.2	94	93.1	93.4
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

Attendance rates for the school remain stable and inline with state average across 2014 – 2017.

Non-attendance is handled by the Learning Support team and external supports, such as the Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	23.66
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	0.5
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation Act, 2014 requires schools to report on Aboriginal composition of their workforce. There are three Aboriginal teaching staff.

### 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

Throughout 2017 staff participated in professional learning to support the achievement of school priority areas, mandatory staff training requirements and individual Performance and Development Plans. Time was allocated through weekly staff and professional learning meetings and 5 school development days across the year. A comprehensive range of topics were covered including; Staff Induction, Child Protection update, Code of Conduct, Work Health and Safety Guidelines, Emergency Management Plan and First Aid, Emergency Care and CPR, Anaphylaxis and epipen training, Employee Assistance Program, Language, Learning and Literacy (L3) – Kindergarten, Year 1 and 2, Performance and Development Plans (PDP) incorporating collaboration, peer observations and feedback, National Disability Standards and collection of National Disability data, Teacher

Accreditation Standards, Building Blocks to Numeracy K–2, NAPLAN and SMART Data tools 2–6, School Excellence Framework, Attendance policy and procedures, SENTRAL data monitoring system, OLIVER new school library system, Google Apps for Education, School evaluation, self assessment and planning, Learn Fast and Fast ForWord, Anti Racism Officer training, Developing Future Principals program, Enterprise Financial Planning Tool, Control and management of Asbestos and Customer Service.

A great deal of training and development went towards LMBR and its implementation into Kingscliff Public School, with the school "going live" in Term 4. The SAM, SAO and Relieving Principal were trained in all areas of LMBR and had to professionally develop all staff within the school on returning to school. Teaching staff were given specific training in EBS On track, the new role marking system, ready to implement it in 2018.

## 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.

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 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	493,200
Appropriation	303,775
Sale of Goods and Services	56,248
Grants and Contributions	133,137
Gain and Loss	0
Other Revenue	0
Investment Income	41
<b>Expenses</b>	-444,798
Recurrent Expenses	-444,798
Employee Related	-238,545
Operating Expenses	-206,253
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	48,403
<b>Balance Carried Forward</b>	48,403

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 (\$)
<b>Base Total</b>	4,037,776
Base Per Capita	87,569
Base Location	0
Other Base	3,950,206
<b>Equity Total</b>	181,378
Equity Aboriginal	40,210
Equity Socio economic	38,591
Equity Language	0
Equity Disability	102,577
<b>Targeted Total</b>	63,700
<b>Other Total</b>	186,736
<b>Grand Total</b>	4,469,589

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.

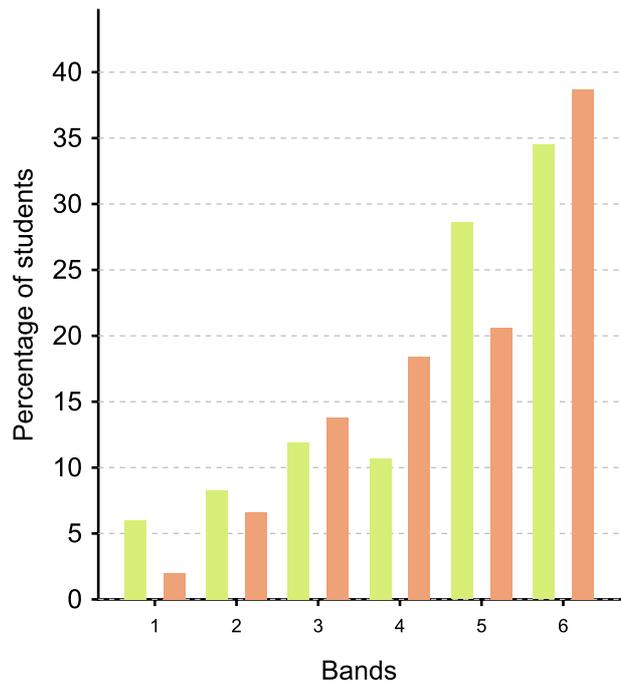
## School performance

### 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.

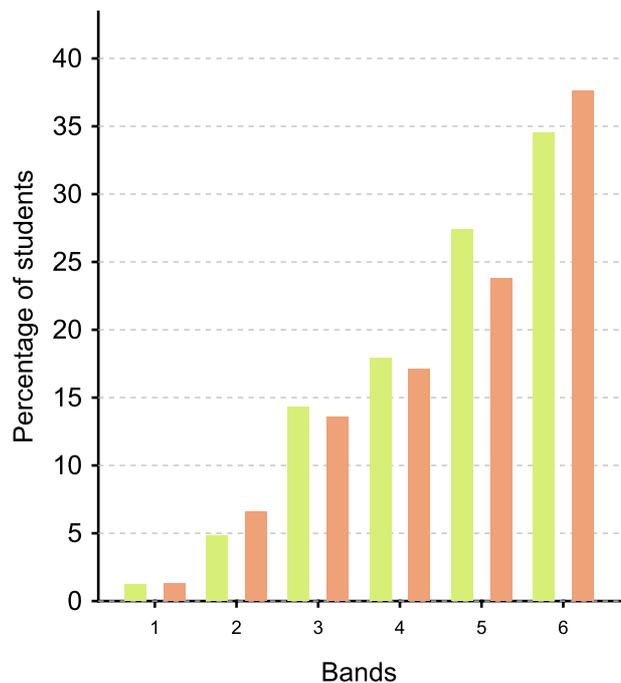
NAPLAN Literacy includes Reading, Writing, Spelling, Grammar and Punctuation.

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



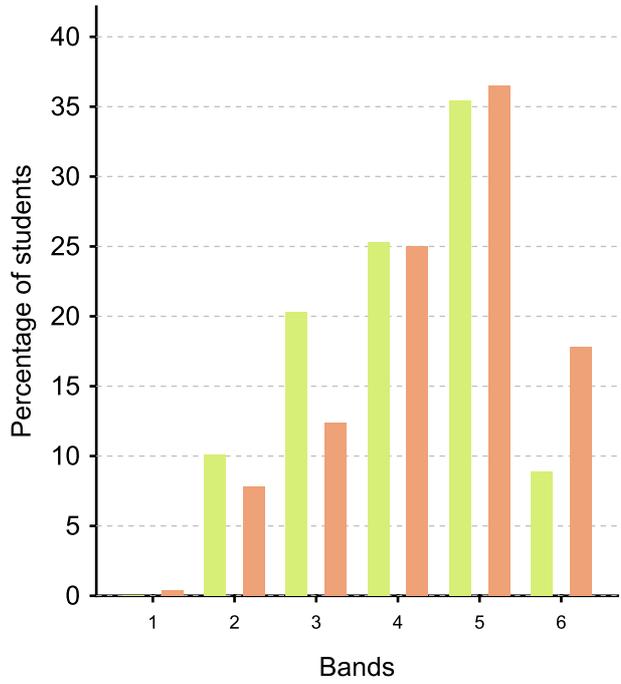
Band	1	2	3	4	5	6
Percentage of students	6.0	8.3	11.9	10.7	28.6	34.5
School avg 2015-2017	2.0	6.6	13.8	18.4	20.6	38.7

**Percentage in bands:**  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	1.2	4.8	14.3	17.9	27.4	34.5
School avg 2015-2017	1.3	6.6	13.6	17.1	23.8	37.6

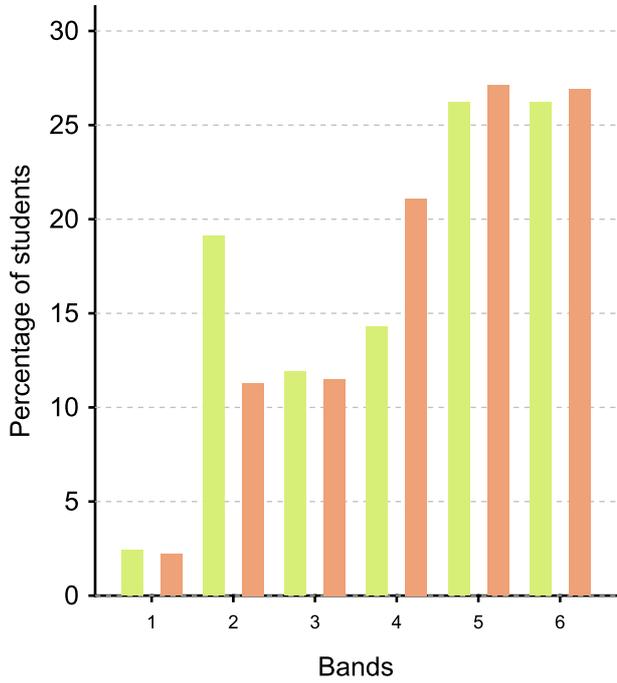
**Percentage in bands:**  
Year 3 Writing



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	10.1	20.3	25.3	35.4	8.9
School avg 2015-2017	0.4	7.8	12.4	25.0	36.5	17.8

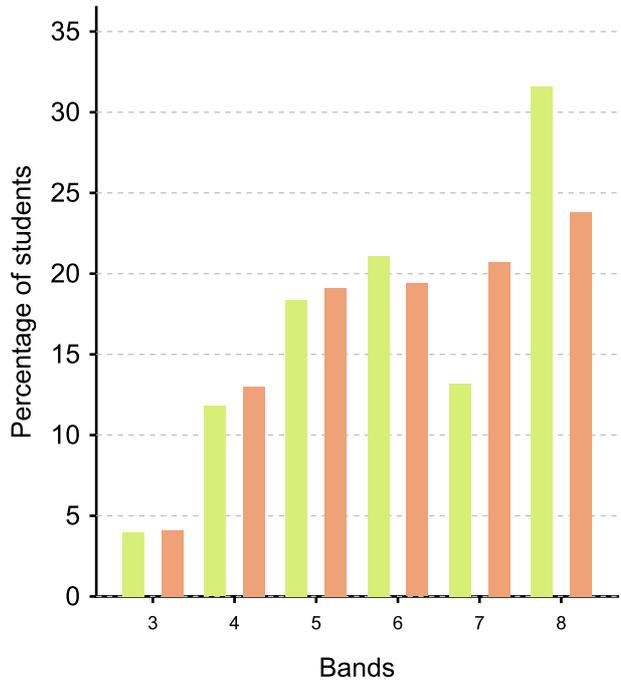
**Percentage in bands:**  
Year 3 Spelling



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	2.4	19.1	11.9	14.3	26.2	26.2
School avg 2015-2017	2.2	11.3	11.5	21.1	27.1	26.9

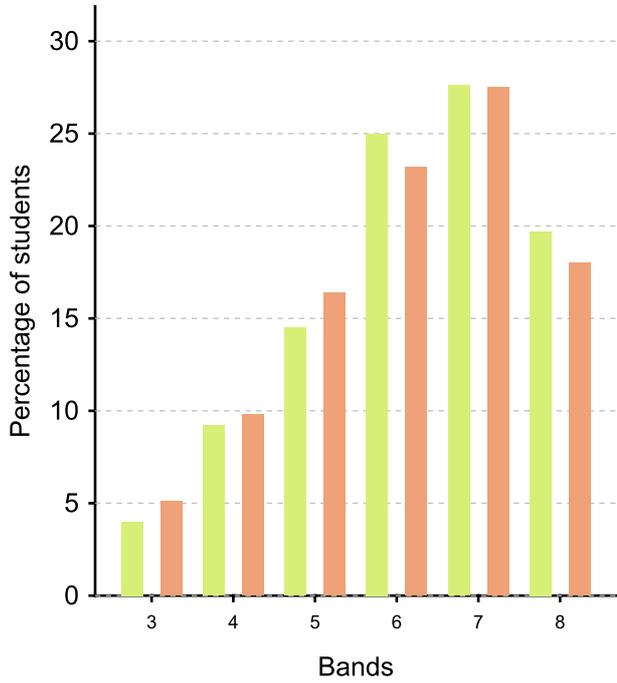
**Percentage in bands:**  
Year 5 Grammar & Punctuation



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

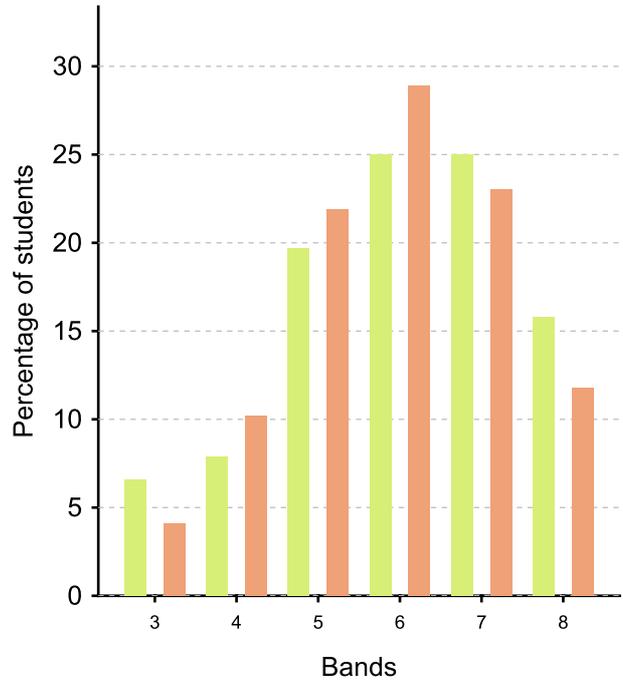
Band	3	4	5	6	7	8
Percentage of students	4.0	11.8	18.4	21.1	13.2	31.6
School avg 2015-2017	4.1	13.0	19.1	19.4	20.7	23.8

**Percentage in bands:**  
Year 5 Reading



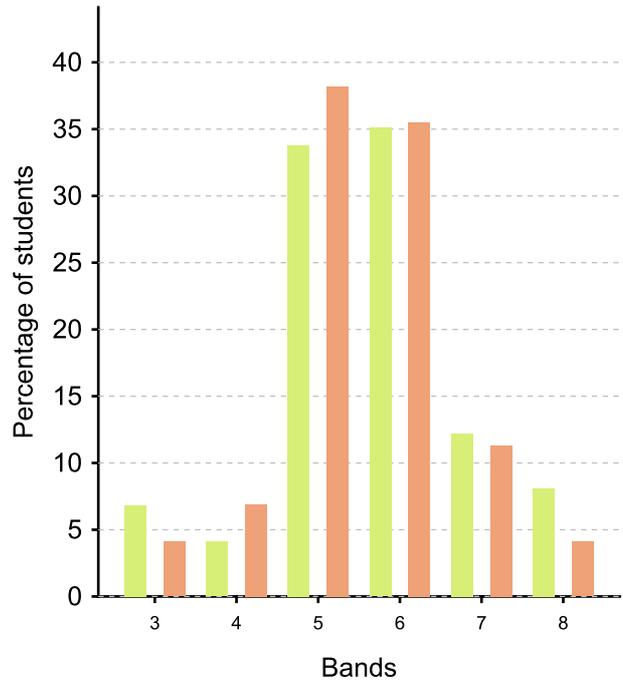
Band	3	4	5	6	7	8
Percentage of students	4.0	9.2	14.5	25.0	27.6	19.7
School avg 2015-2017	5.1	9.8	16.4	23.2	27.5	18.0

**Percentage in bands:**  
Year 5 Spelling



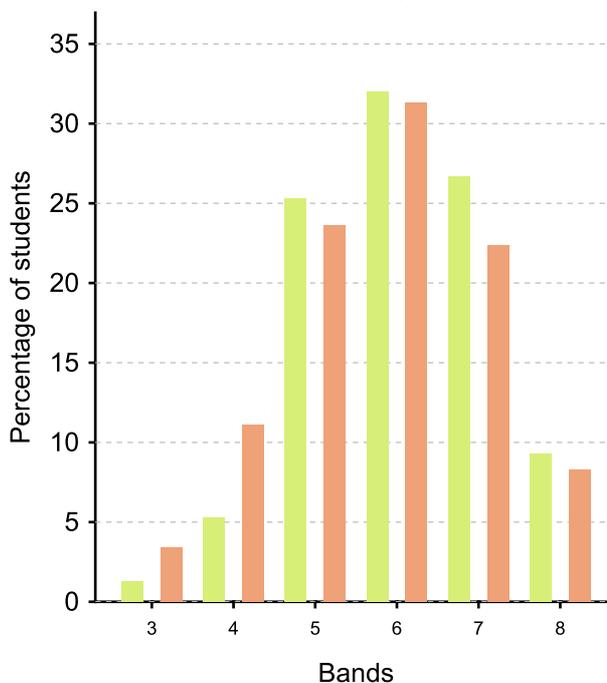
Band	3	4	5	6	7	8
Percentage of students	6.6	7.9	19.7	25.0	25.0	15.8
School avg 2015-2017	4.1	10.2	21.9	28.9	23.0	11.8

**Percentage in bands:**  
Year 5 Writing

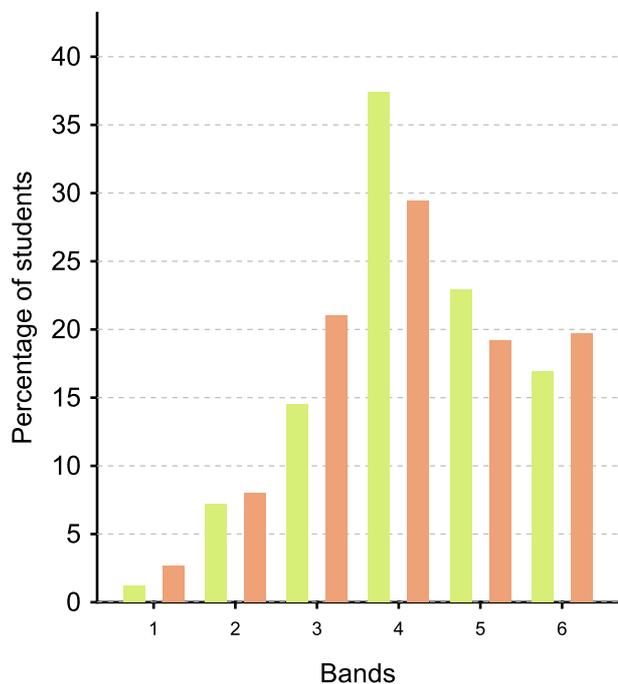


Band	3	4	5	6	7	8
Percentage of students	6.8	4.1	33.8	35.1	12.2	8.1
School avg 2015-2017	4.1	6.9	38.2	35.5	11.3	4.1

**Percentage in bands:**  
Year 5 Numeracy



**Percentage in bands:**  
Year 3 Numeracy



■ Percentage in Bands  
■ School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	1.3	5.3	25.3	32.0	26.7	9.3
School avg 2015-2017	3.4	11.1	23.6	31.3	22.4	8.3

■ Percentage in Bands  
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	1.2	7.2	14.5	37.4	22.9	16.9
School avg 2015-2017	2.7	8.0	21.0	29.4	19.2	19.7

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

The opinions of school stakeholders were sought in relation to their thoughts and feedback on our school. Guiding questions were established based on the domains of Learning, Teaching and Leading within the School Excellence Framework. Areas where there was significant positive feedback included:

- \* Most people involved at some level of our school felt welcome, acknowledged and that their particular contributions were seen as valued.
- \* Administration staff and the school leadership team are seen as approachable.
- \* Our school is seen as a positive contributor to the wider Kingscliff community.
- \* Our school is seen to provide a broad curriculum, with sport and music (KIMP) the highlights.

\* Increased teacher use of communication apps such as 'Dojo' and 'SeeSaw'

Areas identified where it was felt our school can further develop:

\* More formal opportunities for parent / teacher interviews.

\* Wider access to future focused Professional Learning and resources.

\* Whole school consistency in communication processes to parents / carers.

\* Availability of more resources to support learning across all Key Learning Areas.

## Policy requirements

### Aboriginal education

Aboriginal Education is an important learning area at Kingscliff Public School. During 2017, Aboriginal perspectives were integrated in Key Learning Areas and Acknowledgement of Country a continuing feature of school events and ceremonies. NAIDOC celebrations held in Term 2 provided an opportunity for teachers to design and implement learning programs that educate all students about Aboriginal histories, cultures and contemporary Aboriginal Australia. Activities included students participating in a range of cultural and creative arts activities. Workshops on Aboriginal culture, story telling, environmental education, dance, sport and healthy choices in life were conducted. The YULI Cultural Awareness project was further developed as part of the Coastal Learning Community of Schools which links feeder primary schools and Kingscliff High School. It targets identified Aboriginal and Torres Strait Islander Students in the Primary school and High School to support cultural identity and transition to High School. Student surveys of the program identified very high levels of success and engagement for participating students and the program will continue into 2018.

### Multicultural and anti-racism education

Kingscliff Public School continues to focus on creating an inclusive environment for all students. Teaching and learning programs ensure that culturally diverse school practices are embedded. These programs foster students' understandings of culture, cultural diversity, racism and active citizenship within our democratic multicultural society. Students from non-English speaking backgrounds are supported in the classroom and in small groups. Student results are monitored with explicit teaching plans put in place. Two Anti-Racism contact Officers are trained and available as required. Harmony Day in 2018 will focus on the Student Representative Council (SRC) designing and running a day of activities based around 'Friendship' and participation.